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ABSTRACT

This directory of institutions conducting programs of multicultural education is compiled from data collected from 300 institutions prior to July 1, 1971. It does not claim to be comprehensive but provides a useful source of information on who is doing what and where concerning multicultural programs in teacher education. Programs are listed by state, and a contact person is named in each instance so that further information may be obtained. (MBM)

Brief Title:

Teacher Education
Multicultural Programs

ED055964

DIRECTORY OF MULTICULTURAL PROGRAMS IN TEACHER EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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*Listings for states are by alphabetical order by name of institution; state listings are divided by lines.

FOREWORD

This directory of institutions conducting programs of multicultural education is somewhat unique for the Clearinghouse in that it does not analyze the literature on the subject, does not provide an interpretation of trends, or otherwise do what we primarily seek to do: get competent persons to analyze and interpret the knowledge and ideas about pertinent topics.

The directory does add fresh material to the literature. We know of no other directory on this important topic. We are pleased to collaborate with AACTE, one of our three sponsors, in this publishing venture.

The Clearinghouse will continue to create new and report existing literature on multicultural education. Our closely related Clearinghouse publications at this point include:

Burdin, Joel L. Preparing School Personnel for American Indians: Some Exploratory Questions and Responses. 1970. 47p.
ED 045 560. EDRS Price: MF-$0.65; HC-$3.29.

Burdin, Joel L., and Everett D. Edington, eds. School Personnel Preparation for American Indians: Present State and Needed Steps. Published jointly with the ERIC Clearinghouse on Rural Education and Small Schools, 1971. 77p.
ED 051 074. EDRS Price: MF-$0.65; HC-$3.29.

Carter, Thomas P. Preparing Teachers for Mexican-American Children. Published jointly with the ERIC Clearinghouse on Rural Education and Small Schools, 1969. 15p.
ED 045 589. EDRS Price: MF-$0.65; HC-$3.29.

Mathieson, Moira B., and Rita M. Tatis. Multicultural Education: A Selected Annotated Bibliography. 1970. 18p.
ED 043 572. EDRS Price: MF-$0.65; HC-$3.29.

Poliakoff, Lorraine. Ethnic Groups: Negroes, Spanish-Speaking, American Indians, and Eskimos - Part 4 of a Bibliographic Series on Meeting Special Educational Needs. 1970. 29p.
ED 044 384. EDRS Price: MF-$0.65; HC-$3.29.

Ross, Marlene. Preparing School Personnel for an Open Society: A Guide to Selected Documents in the ERIC Collection, 1966-1968. 1969. 54p. ED 028 156. EDRS Price: MF-$0.65; HC-$3.29.

Zintz, Miles V, and others. The Implications of Bilingual Education for Developing Multicultural Sensitivity Through Teacher Education. 1971.
ED number will be in the December 1971 RIE.

Readers may seek further information directly from the persons listed herein--in writing, by phone, or in personal contacts at meetings. This kind of informal communications network has great potentiality for establishing dynamic, continuing interaction among persons with mutual interests and tasks. Those seeking to determine whether ERIC has processed documents on programs described in this Directory may do so by looking in the "institution index" of monthly or accumulative issues of Research in Education (RIE). In some cases, programs may be described in RIE abstracts and documents may be secured in ERIC microfiche or xerox if not readily available from the institutions.

--Joel L. Burdin
Director

September 1971

PREFACE

In recent years, colleges and universities engaged in the preparation of teachers have come under increasing criticism for their apparent failure to prepare individuals to function effectively in our culturally pluralistic society. The American Association of Colleges for Teacher Education has long been cognizant of this issue and has been engaged in a wide range of activities designed to focus greater attention on specific problems in teacher education as they apply to racial and ethnic minorities in the United States. To further emphasize its vital interest and concern, and its commitment to the concept of cultural pluralism, the Association established a Commission on Multicultural Education. One of the tasks assigned to that Commission by the AACTE Board of Directors is that of providing information, stimulation, and motivation for making multicultural education a major concern of institutions preparing teachers.

The Multicultural Program Inventory results from an action taken during the first meeting of the AACTE Commission on Multicultural Education. Commmission members, realizing that colleges and universities all over the nation were engaged in various activities related to meeting the educational needs of minority group students and realizing that programs and projects initiated by the AACTE must take into account this wide range of on-going activity, viewed the securing and review of data and information regarding multicultural programs in teacher education as a necessary first step in formulating plans for future activity.

Since the term *multicultural education* has various shades of meaning, Commission members decided on a general letter of inquiry as a tool to elicit the desired data and information from institutions holding membership in AACTE. To facilitate the collection of this material, AACTE state liaison representatives were asked to assemble appropriate information from institutions in their respective states. In some cases, individual institutions were contacted directly. Data and information in this publication are a compilation of replies received from 300 institutions prior to July 1, 1971.

The Commission realizes that the list is not comprehensive and urges those institutions having programs that should be included to forward appropriate descriptive materials to AACTE. The Commission makes no judgment regarding the quality of programs listed in the inventory. The principle purpose of the publication is to provide a useful source of information on "who is doing what, where" with regard to multicultural programs in teacher education.

AACTE and the Commission on Multicultural Education are grateful to Dr. Joel L. Burdin and his associates at the ERIC Clearinghouse on Teacher Education, whose cooperation and support made this publication possible. The Association appreciates the cooperation of AACTE state liaison representatives and member institutions who supplied the information and data contained herein.

--Edward C. Pomeroy
AACTE Executive Director

--Richard L. James
AACTE Associate Director

September 1971

DIRECTORY OF MULTICULTURAL PROGRAMS IN TEACHER EDUCATION

AL

ALABAMA STATE UNIVERSITY
Montgomery, Alabama 36101

1. Lectures by invited consultants
2. Symposium discussions which involve persons from different ethnic groups
   Contact: Dr. Zelia S. Evans, Head, Department of Education and Psychology

BIRMINGHAM-SOUTHERN COLLEGE
Birmingham, Alabama 35204

1. Required laboratory experiences in a school or institution which is either racially mixed or of a contrasting cultural background from the student's
2. Summer mini-course "Teaching Integrated Classes"
3. Required independent off-campus projects in institutions dealing with racial and ethnic minorities
4. Cooperative arrangement between the College and local public school systems for inservice and preservice teacher training with a supplementing course in teaching integrated classes
   Contact: Dr. B. D. Whetstone, Chairman, Department of Education

THE UNIVERSITY OF ALABAMA IN BIRMINGHAM
Birmingham, Alabama 35233

1. Course in foundations of education which emphasizes specified multicultural activities
   Contact: Dr. Burton Krasenbaum, Assistant Professor of Education
2. Career Opportunity Program
   Contact: Dr. Delbert Long, Assistant Professor of Education

AZ---

ARIZONA STATE UNIVERSITY
Tempe, Arizona 85281

1. Center for Indian Education which coordinates all activities of the University related to Indian affairs
2. Instructional Programs in Indian Education in which students in the elementary and secondary education programs may minor in Indian education; special course work totaling 18-20 semester hours in the education of Indian children and adults necessary; degree of Master of Arts in Education offered in Indian Education

3. Indian Student Personnel Program which offers services for Indian students through special advisement and tutoring, social activities, participation in intramural sports, and the sponsorship of the Dawa-Chindi Indian Club
4. Annual Indian Education Conference with discussions and workshops designed to investigate the unique problems of Indian schools and communities
5. Career Opportunity Program which enrolls presently employed teacher aides in a career oriented program leading to a bachelor's degree and state certification as teachers in regular and special education; selected participants from Gila River, White Mountain Apache, Salt River and Papago Reservations
6. Educational Leadership for American Indians, administered through the Department of Elementary Education, which provides an opportunity for Indian personnel to pursue the Master of Arts in Education; a 1-year program designed to allow the participants to obtain the desired degree by attending four summer sessions at ASU plus completion of an internship project during the regular school year
7. All-Indian Upward Bound Project which identifies high school juniors with college potential who would not likely enter college without educational reinforcement and financial aid; students given educational help through summer remedial and orientation programs; financial aid for college arranged where necessary through the individual tribes, the Bureau of Indian Affairs and ASU

   Contact: Center for Indian Education, Farmer Education Building, Room 417, College of Education

NORTHERN ARIZONA UNIVERSITY
Flagstaff, Arizona 86001

1. Teacher Corps Program which prepares teachers for Indian reservations from a group of corpsmen who are nearly 100 percent Indian
2. A student teaching station on the Navajo reservation which conducts adult education as well as professional education courses for prospective teachers

   Contact: Dr. Edward Dejnozka, Assistant Dean, College of Education

THE UNIVERSITY OF ARIZONA
Tucson, Arizona 85721

1. Courses dealing with education and the culturally disadvantaged, issues in educating Mexican-American children, issues in Indian education, courses in education and anthropology and educational sociology

   Contact: Dr. Herbert B. Wilson, Professor of Education
2. A modified bilingual education program in the Wilson District near Phoenix, a joint activity with the Arizona Early Childhood Education Center

   Contact: Adela Stewart, Research Assistant, Bilingual Education Project, Arizona Early Childhood Education Center

CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS
Dominguez Hills, California 90247

1. Summer Institute "Exploring New Methods for Teaching Basic Oral and Written Communication Skills thru TESL and Other Innovative Classroom Procedures" for community college instructors of basic oral and written skills; intensive exposure to methods of instruction to meet the needs of educationally deprived and educationally advantaged college students
   Contact: Dr. Violet L. Jordain, Program Director
2. One-third of all teacher candidates recruited from black, Chicano, Japanese-American, and Samoan backgrounds
3. Required student teaching assignment in a school of minority students
4. McAteer Project which prepares teachers for inner-city schools
5. EPDA Projects which improves education for disadvantaged children, one aimed specifically at a Samoan minority
6. El Segundo Project which brings together college faculty, elementary school teaching staff, and student teachers to examine and take appropriate action related to children and teachers in their classrooms
7. Follow-Through Project with the use of a parent-home intervention intern which develops and implements individualized programs in child observation, early childhood curriculum objectives, and interpretation of teaching strategies for parents in both the home and school setting
   Contact: Dr. M. Milo Milfs, Director, Graduate Institute of Education

CALIFORNIA STATE COLLEGE, HAYWARD
Hayward, California 94542

1. Operation Fair Chance, an off-campus program in Oakland where all classes and field experiences are in schools that are predominantly black.
2. Teacher Corps Program in Oakland schools with minority students
3. Counseling interns in inner-city schools with minority students
4. Career Opportunity Program to encourage college attendance
   Contact: Dr. Tudor Jones, Chairman, Department of Teacher Education

CALIFORNIA STATE COLLEGE, LONG BEACH
Long Beach, California 90801

1. Off-Campus Field Experience Centers in four public elementary schools to educate and train master teachers, to coordinate research programs, and to provide demonstration centers for foundation and method classes
   Contact: Dr. Rita Jones, Director
2. Chicano Mobile Institutes (Mobile Institutes to Train Higher Education Personnel) in which task forces in each state help institutions in sensitizing teachers, counselors, and administrators to work with Chicano students; dissemination of materials relevant to the needs and demands of Chicano students in higher education; the level of awareness increased among Chicanos across the Southwest
   Contact: Louis H. Rosales, Director

3. Los Nietos School District Research and Teacher Education Project to develop a model for teacher training that provides extensive experiences with direct and interrelated involvement and participation of college students, teachers, administrators, and professors with pupils and the total school community
4. Clinical Education Program for Teachers, a cooperative effort with Ocean View School District to improve the quality of teacher education; includes research in methodology, observation, group observation, participation, and teaching.

   Contact: Leland M. Perry, Associate Dean, Office of Professional Studies, school of Education

CALIFORNIA STATE COLLEGE, LOS ANGELES
Los Angeles, California 90032

1. Educational Participation in Communities, a community service organization funded by the Federal Government, the Associated Students, and the Student Activities Office at Cal State Los Angeles; a clearinghouse for college students and community people who want to service the community; places student volunteers in community service projects that fit the student's career objectives; work-study positions

   Contact: Joseph F. Di Massa, Director

2. On-site centers in Temple City, El Monte, and Los Angeles; both elementary and secondary; in all-black and all-Chicano schools

   Contact: Dr. R. F. Sando, Dean, School of Education

CHICO STATE COLLEGE
Chico. California 95926

1. Operation of three off-campus Special Basic Education Centers for adult Mexican-American farm laborers which involves the College, the Economic Opportunity Council, and the Regional Office of Migrant Education; includes tutorials, counseling, home economics, vocational training, and English as a second language, and courses requested by Mexican-American families
2. Special tutorial programs for low-income black youngsters; 12 college students attend evening sessions at the Economic Opportunities Council neighborhood center 3 nights per week
3. An after school hours academic skills program conducted by 15 students in the Chico low-income elementary schools with focus on the development of science and language skills
4. Mini-Corps program for the training of Mexican-American farm labor students for careers in teaching, featuring in-class instruction at the college followed by summer school practicum experiences
5. Upward Bound Program for high school students selected throughout Northeastern California, featuring special summer instruction in basic academic skills and a year-round involvement of the students with special academic and personal counseling services

   Contact: Dr. Henry A. Peterson, Director, Behavioral Studies Center

COLLEGE OF HOLY NAMES
Oakland, California 94619

1. Package of five courses, for both preservice candidates on campus and for inservice teachers in schools, on procedures for teaching and helping minority group students
   Contact: Sister Alice Tobriner, Chairman, Department of Education

FRESNO STATE COLLEGE
Fresno, California 93726

1. Center for Urban Education, a multi-purpose extension of Fresno State College, which provides courses for college credit to residents of the West Fresno Area; located at the Columbia Elementary School; classes are held in the Trinity Street Center, a neighborhood facility; teacher aides employed by the Fresno Unified School District come to the Center for college classwork in the afternoon and evening hours and complete the B.A. degree requirements for a Social Science Major and a Standard Elementary Teaching Credential as part of the Prospective Teacher Training Program.
   Programs within the Center:
   (a) Early Childhood Education, sub-component of the Prospective Teacher Training Program; participants complete the requirements for the Child Development Major and an Early Childhood Education Credential; students of this component work in part as Instructional Aides in the Preschool Programs of the Fresno Unified School District and/or the Head Start Programs
   (b) Head Start, personnel of the local Head Start Programs operating under the auspices of the West Fresno Federation or Community Centers avail themselves of the Centers' Fields of Study; the Center provides the College classwork and supervision for students who are funded under the Career Opportunities Program
   (c) Project Follow-Through, 20 residents of the Model Neighborhood Area are instructional aides in the Fresno Unified School District classrooms as well as members of the college classes at the Center
   (d) Concentrated Employment, a comprehensive service sponsored in part by the Manpower Development Training Act for the purpose of job orientation and guidance for its trainees seeking specialized training in vocational and professional careers; provides college classwork and supervision for a number of CEP trainees in the Potential Teacher Training Program
   Contact: Alexander Lark, Director, Center for Urban Education

HUMBOLDT STATE COLLEGE
Arcata, California 95521

1. Inservice program on helping experienced teachers in rural schools with problems of minorities with educational handicaps
2. Indian Teacher Education Project to prepare teachers for American Indians in rural schools; many Indian trainees participate in Career Opportunity Programs

Contact: Dr. Patrick H. McGlynn, Chairman, Department of Education

LA VERNE COLLEGE
La Verne, California 91750

1. Intern program in disadvantaged schools where interns begin as teacher aides associated with the teachers in a training process and receive 14 weeks of training in the public schools in addition to taking a course and a seminar at La Verne; visitation to many schools and services of special consultants and individualization of instruction
   Contact: Clark Lewis, Director, Ontario-Montclair School District

LONE MOUNTAIN COLLEGE
San Francisco, California 94118

1. Work in five San Francisco schools (mostly blacks, Orientals and Samoans) which develops teachers with understanding for working with minority pupils
2. Tutorial Organization for Pupils Services which trains and provides 50 volunteer aides to selected elementary schools in San Francisco with participants from the student body and from the various minority communities in San Francisco; students select areas of specialization; college preparation includes courses from the regular academic offerings to provide a general knowledge base, courses from related departments, specially designed education courses in elementary school curriculum and program; during the second semester, students volunteer in an elementary school and receive a stipend and up to eight units of credit for service
3. Cooperative Elementary Education Program which extends and deepens perceptual and conceptual fields about children, subject matter, community, and self to develop a repertoire of instructional strategies and an effective teaching style; special committee develops a program in which the college and school district share responsibilities; students assigned to classrooms of teachers participating in the program; program focuses on interpersonal relations, school organization, procedures and policies, curriculum and instruction, community relations and professional attitude
   Contact: Bernice Brown, Coordinator, Cooperative Elementary Education Program

PEPPERDINE UNIVERSITY
Los Angeles, California 90044

1. Bret Harte Project in cooperation with the Los Angeles Unified School District; on-the-job training for sophomores, juniors, and seniors in secondary education; four-unit trimester class conducted entirely at Bret Harte Junior High School; bi-weekly seminars on the inner city; a curriculum class
   Contact: Dr. Sanford J. Friedman, Coordinator, Secondary Teacher Education

SACRAMENTO STATE COLLEGE
Sacramento, California 95819

1. Bilingual Education Program to prepare candidates to teach bilingual children
2. Mexican-American Education Project to encourage bilingual Chicanos to enter teaching
3. Participation of elementary teaching candidates in Asian-American, Native-American, Black, or Chicano Studies urged
   Contact: Dr. Karl Openshaw, Dean, School of Education

SAN DIEGO STATE COLLEGE
San Diego, California 92115

1. Development of competency in bilingual education and the teaching of English as a second language, and student teaching in schools with large numbers of Spanish-speaking children required
2. Majors in Mexican-American Studies supervised in student teaching by professors from the Mexican-American Studies Department
   Contact: Dr. Manfred F. Schrupp, Dean, School of Education

SAN FERNANDO VALLEY STATE COLLEGE
Northridge, California 91324

1. Required courses on teaching minority and disadvantaged youth
2. TTT Program on bilingual education
3. TTT Program which focuses on English and mathematics at the elementary and secondary levels
   Contact: Dr. Luis F. Hernandez, Assistant to the Dean

SAN FRANCISCO STATE COLLEGE
San Francisco, California 94132

1. Head Start Regional Training Office to provide technical assistance to all of the Mid-California and Northern California Head Start Child Development Centers in organizing inservice education training programs for the professional and non-professional personnel working in Head Start Centers; the Office assists Head Start personnel in preparing Career Development Plans to qualify them for better positions in the field of Nursery School and Early Childhood Education
2. Study of sample schools in Alaska and the Northwest for The National Study of American Indian Education conducted under the auspices of the University of Chicago, the University of Alabama, the University of Arizona, and the University of Colorado
3. Upward Bound in which credential students and graduate students serve as tutors
   Contact: Charles W. Scott Hope, Director of Upward Bound
4. Required student teaching and student aide assignments in inner-city schools
5. Administrative interns placed in schools with minority students
6. Cooperation or SEED program at Hunter's Point (mostly black students)
7. Extensive adult education program on English as a second language

Contact: Dr. Edward J. Griffin, Chairman, Department of Education

8. San Francisco State College, San Francisco Unified School District, Sausalito School District Teacher Education Project--Trainers of Teacher Trainers--which focus on intensive work in a particular school to modify a selected number of classrooms so as to provide a classroom environment which will reflect proven innovations in style of teaching with particular reference to more open styles of communication and emphasis on higher level thinking skills, attitudes, and values; and which provides demonstration classrooms of what can be accomplished with such newer approaches and also provides classrooms in which in subsequent years preservice students may carry out their preservice training in a situation which integrates theory and practice
9. STEP-UP Program which seeks out "disadvantaged" pupils who could be potential teachers and to assist them to realize their potential, continue their high school education, enroll in college, stay in college, and eventually become effective teachers in urban and "disadvantaged" areas

Contact: School of Education for numbers 1, 2, 8, and 9

SAN JOSE STATE COLLEGE
San Jose, California 95114

1. TTT Program which focuses on personnel and programs concerned with upper-elementary education; emphasizes both inservice and preservice education; teacher trainees, public school trainers, and college trainers learn together and each serves as a unique resource for the total group; minority community representatives serve as resource persons to college and public school staffs as they deal with matters concerned with cultural characteristics of their communities; training of trainers and trainees in bilingual programs, for example, the use of the SWCEL Oral Language Program designed to teach English as a second language; workshops involving trainers and trainees in multicultural education; home and community visits by trainees and trainers; experiences in planning curriculum for cultural pluralism within a school; students encouraged to select courses or workshops conducted by such departments as Black Studies and Mexican-American Graduate Studies; TTT Administrative Training Program selects promising minority personnel for training as principals; individuals have program adaptations which emphasize practical field experiences which meet the approved program requirements
2. Mott Community School Program which emphasizes seminar work as well as field experience in order to encourage schools to provide wide community services; each school has a Mott Director who has received special training at the Michigan Center

   Contact: Dr. Tony Carrillo, Director
3. Migrant Education Experimental Internship Program to meet the administrative development needs of Mexican-American program assistants working in dispersed regions of the state in quasi-administrative positions; development of a master's program in School Administration built around a series of 2-day seminars and field experience
4. Migrant Education (Mini-Corps) in which the college contracts and provides for the teaching staff, housing, and food services for the classroom workshop aspects of the program and helps in the program and field work evaluation of all participants since all courses carry a

total of nine credits officially granted through the School of Education; participating teachers receive six credits of graduate work while the teaching assistants (Mini-corps) receive three upper division credits; participants involve 50 credentialed teachers employed and recommended by the contracting school districts and 50 bilingual college students

5. Elementary Internship Program, a special fifth-year teacher education program, in which candidates selected are involved in 15 months of preparation and teaching under the supervision of college and school district personnel; 10 weeks taken at the college in the initial summer; the intern teaching is done for a full school year and requirements for the Standard (5 year) Elementary Credential are completed the following summer
6. Secondary Internship Program to overcome teacher shortages in the subject areas of English, math, science, foreign languages, and women's physical education; leadership of the program includes minority members irrespective of major and teachers in highly specialized situations such as programmed instruction; students take 12 units of work in the summer, 12 more during the academic year of internship teaching, and then qualify for the credential upon completion of course work the following summer
7. EPDA Tutorial Counselor Training Program, an original grant devoted to building up tutorials designed to individualize counselor education, based on field experience; current project to develop a systems analysis of the entire guidance program, and to develop a series of programmed one-unit modules organized so that the student may complete them at his own pace in the time sequence that his needs indicate; a continuous series of academic and counseling assignments in which students are asked to work together in pairs or in slightly larger groups across cultural lines; selection processes include students, community, and school district participation
8. Project SHARE Master's Degree Program, a tutorial assistance program under the administrative leadership of the County Office of Education, in which each member of the SHARE staff has the opportunity to plan and develop his own program in education with an emphasis in the area of administration

   Contact: Dr. Gloria Toliver
9. Six-unit course in Summer 1971 to stress the multi-ethnic approach to Mexican-American children's school performance and to its evaluation; Spanish as a second language for Anglo-American teachers stressed, particularly those terms most frequently used by teachers, therapists, and psychologists in the school setting

   Contact: Areta Stadler

   Contact: Dr. Denny Auchard, Associate Dean, School of Education for 1, 3, 4, 5, 6, 7

STANFORD UNIVERSITY
Stanford, California 94305

1. Development of instructional teams of university students, master teachers, and paraprofessionals for working in schools for the disadvantaged
2. Comparison of instruction in a middle-class white school with that in two low-income schools, one with Mexican-American students and one with Negro-Oriental students

Contact: Robert H. Koff, Director of Teacher Education

3. Multi-Ethnic Education Resources Center which evaluates the current state of efforts aimed at a truer representation of the multi-ethnic nature of American and world societies; evaluation of classroom-tested materials to recommend to the public schools of California for inclusion in curricula of multi-ethnic enrichment

   Contact: Ronald W. Bailey, Director.

UNITED STATES INTERNATIONAL UNIVERSITY
San Diego, California 92106

1. Encouragement of tutoring and student teaching experiences in inner-city schools
2. Encouragement of attendance at branch campuses in Hawaii, Kenya, Mexico, and England

   Contact: Dr. Walter Rehwoldt, Dean, Teacher Education
3. Summer Quarter Provisional Program which accepts a provisional basis of students whose academic qualifications for regular admission are slightly below the University's expectations; a full quarter of college level work taken

   Contact: Co-Ordinator - Summer Quarter
4. Mexico City Campus, a concentrated 9-week course emphasizing fluency in oral Spanish, intended for students and teachers wishing to acquire a sound knowledge of every-day spoken Spanish; summer program.

   Contact: Dr. William R. Hathaway
5. Mexico City Campus, Teacher Education Program for First, Second, and Third Level Elementary Education and Third Level Secondary Education; summer program

   Contact: Dr. Walter Rehwoldt
6. A Graduate Teacher Education Program for Prospective Elementary and Secondary Teachers in which liberal arts graduates earn a California teaching credential and Master of Arts degree in a special 1-year graduate teacher education program including microteaching and video-taping, unique opportunities to experiment with imaginative approaches to teaching and learning, instruction in educational methods and human behavior, and a summer of preparation at the California Western Campus with seminars with educational clinician at a San Diego area elementary or secondary school

   Contact: Dr. William Hathaway

UNIVERSITY OF CALIFORNIA, BERKELEY
Berkeley, California 94720

1. The Urban Task Force which focuses on specific training for potential teachers of minority pupils with attention directed toward understanding the behavior of the inner-city student; held each summer at the University Demonstration Secondary Summer School at Oakland Technical High School

   Contact: Thomas C. Walker, Director, Urban Task Force
2. Internship program for inner-city schools
3. Recruitment of minority group persons for programs

Contact: Dr. Alvin A. Thompson, Coordinator, Secondary Teacher Education

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Los Angeles, California 90024

1. Use of cultural centers on campus in preparing minority teachers: Chicano, Asian-American, and Afro-American
2. Program in supervised teaching which requires that the student teachers have a one quarter assignment in a mid-city school with racially and culturally heterogeneous populations
   Contact: Dr. Gordon L. Berry, Assistant Dean, Teacher Education

UNIVERSITY OF SAN FRANCISCO
San Francisco, California 94117

1. Required student teaching and student aide assignments in inner-city schools
2. Placement of administrative interns in schools with minority students
3. Cooperation in SEED program at Hunter's Point (mostly black students)
4. Extensive adult education program on English as a second language
   Contact: Dr. Edward J. Griffin, Chairman, Department of Education

UNIVERSITY OF THE PACIFIC
Stockton, California 95204

1. National Teacher and California New Careers Programs for bilingual Chicanos and blacks to enter teaching
   Contact: Dr. J. Marc Jantzen, Dean, School of Education
2. Program for Economically Disadvantaged Students for economically disadvantaged students from the Stockton area; job counseling, community involvement projects, psychological counseling, tutoring
3. Community Involvement Program which recruits and admits students who are residents of Stockton and who had been denied admittance to the University because of financial and societal problems; includes tutorial services and job counseling.
   Contact: Yvonne Allen, Director, Community Involvement Program

CO

ADAMS STATE COLLEGE
Alamosa, Colorado 81101

1. Liberal Arts, Cultural Studies Bilingual Studies Pattern
2. Liberal Arts, Cultural Studies Cross Cultural Pattern
3. Program in Hispanic American Studies
   Contact: Department of Education

LORETTO HEIGHTS COLLEGE
Denver, Colorado 80236

1. "Experiential Learning" which offers field experiences in schools of

different economic levels, different racial and ethnic communities, and at different school levels
Contact: Department of Education

METROPOLITAN STATE COLLEGE
Denver, Colorado 80204

1. Program in which the public schools are involved in tutorial, teacher aide, and social work aide program to provide more opportunities for involvement of students in practical experiences related to course work on campus.
2. Internship program involving the College and the Aurora Public Schools for postgraduate students
Contact: Division of Education

UNIVERSITY OF COLORADO
Boulder, Colorado 80631

1. Development of a professional semester plan for secondary teachers
2. Placement of students in core area urban schools as aides with the teaching of professional courses to parallel this experience
3. Experimental program with the Cherry Creek School District to place prospective teachers in a school in their junior year as teacher aides, followed by a second year as teaching assistants, and a third year as intern teachers; professional courses taught in the district in connection with field experiences
Contact: School of Education

UNIVERSITY OF NORTHERN COLORADO
Greeley, Colorado 80631

1. University of Northern Colorado Manual High School Project having problem identification by citizens of the Manual Community; use of consultants from outside the two institutions and use of resource personnel from the community; increased participation in the public school classroom by the student; enlarged exposure to the community and environment in ghetto areas; altered curriculum as it applies to the disadvantaged and deprived economies; and increased student/student-teacher contact
Contact: Donald M. Luketich, Director, Manual - UNC Project
2. Experimental Teacher Education Program which through use of the "Center for Instruction" provides released time for the University professor's involvement with the new "teacher-student," assisting him in building a self-evaluation profile; following the self-evaluation and diagnostic procedure, the professor prescribes and assists the student in the selection of on-campus and off-campus experiences with emphasis upon field experiences beginning in the freshman year; professor designs materials and curriculum which will enhance the student's learning experience; students design portfolios which at the conclusion of his study will contain the results of specialized studies in model form;

participation in school/community activities beginning at the freshman level; participation in teaching experiences at an early phase of the college experience; the "Center for Instruction" brings in inservice primary and secondary teachers on a regular and continuing basis throughout the student's program to assist him in evaluation, diagnosis, and prescription of additional areas to be covered; the "specialized student" would be introduced during the program to teaching in a preservice program which would expose him to all facets of educational employment to allow selection of the area in which he felt most effective; Center to develop materials, test the materials on public school students, develop and demonstrate use of materials and commensurate teaching techniques by college professors, allow preservice students to teach in a non-threatening environment, and conduct inservice training for public school teachers

Contact: Donald M. Luketich, Director, Experimental Teacher Education Program

3. Manual-University of Northern Colorado Project Special Teacher Preparation Program, 4-year pilot program with focus upon self-concept, perception of self and others; course work begun in the student's major field earlier, early exposure to field experiences, development of a portfolio resulting from specialized studies; Phase I with emphasis on developing each student's self-concept and sensitivity to others; specific subject matter relative to changing cultural and societal needs, enlarged exposure to community and environment of inner city which includes in-depth observation, and individual and group growth experiences; Phase II with participation as a teacher aide in an inner-city school and participation in the microteaching program (videotaping of actual teaching/learning situations); Phase III with seminar group discussions and attention to psychological, sociological, and educational needs of the disadvantaged, emphasis on communications skills; Phase IV with application of acquired knowledge and skills, additional observation, and focused teaching assignments

   Contact: Donald M. Luketich, Director
4. Teacher Training Experience for Inner City Schools with student teaching or interning in an inner-city school; community advisory board established in each of the communities in which the participants are living and working; 1-week camping trip into the Four Corners area of the Southwest with daily visits to BIA and community schools; a 5-week live-in experience in the inner city with one-half of each day working in an urban-deprived area school and work in community agencies

   Contact: Roy T. Krosky, Assistant Professor of Education and Director of the program

CT---

CENTRAL CONNECTICUT STATE COLLEGE
New Britain, Connecticut 06050

1. Inner-city concentration in Department of Elementary Education in schools with populations of Spanish, Polish, Italian, black, and Puerto Rican students; student teaching, seminars
2. Availability of B.S. in Inner City Concentration
3. Educational Opportunities Program
4. Tutor Assistants Corps with identification, placement, and notifica-

tion of volunteers to programs

5. Education of the Disadvantaged, Language and Culture of Puerto Rico, Teaching English as a Second Language, and Teaching Non-English Speaking Adults courses
6. Black Studies
7. Recruitment of minority group students and faculty

Contact: Dr. D. Leonard Lieberman, Assistant Dean, School of Education and Professional Studies

SOUTHERN CONNECTICUT STATE COLLEGE
New Haven, Connecticut 06515

1. African Area Studies
2. Asian Area Studies
3. Latin-American Studies
4. Russian Area Studies

Contact: Dr. Lois J. King, Dean of Teacher Education

THE UNIVERSITY OF CONNECTICUT
Storrs, Connecticut 06268

1. Educating Teachers for the City, a full semester, live-in program, with observation and participation in community groups, teaching of urban children
2. Teaching the Talented which has courses dealing with the educational, sociological, historical, and linguistic aspects of minority groups; work, practicum, and seminar experiences
3. Training Education Personnel Specialists for the Disadvantaged for high potential disadvantaged youth in colleges and universities; courses in the educational, sociological, and psychological aspects of minority groups
4. Understanding Handicapping Conditions Among Disadvantaged Children: Detection, Prevention, Control, and Remediation--The Intern Program which provides an opportunity to develop an awareness of the needs of handicapped children and to communicate them to the educational community and community at large; The Extern Program includes several short-term conferences to familiarize school administrators with problems of handicapping conditions among children residing in disadvantaged areas; project staff conducts workshops; a 6-week summer institute
5. Preservice Teaching--Navajo Reservation in which students are placed at the Rough Rock Demonstration School on the Navajo Reservation in Arizona
6. UCONN Summer Program, a remedial curriculum to improve communications, reading, and mathematical skills for students with high potential and low educational development; students live and study at the University for 6 weeks and enter the freshman class in September
7. Black Studies Program

Contact: Dr. Thelbert L. Drake, Assistant Dean, School of Education

UNIVERSITY OF HARTFORD
West Hartford, Connecticut 06117

1. Hartford 74, a retraining program to retool experienced teachers to teach more effectively through a variety of workshops that deal with the specific problems confronting the Hartford school system and its students; training of paraprofessionals
2. Career Opportunity Program in which Federal funding provides for 100 paraprofessionals to further their educations on a part-time basis; self-pacing
3. Teacher Corps Program in which a 2-year Cycle IV grant serves the Arsenal, Barbour, and Northwest Jones schools and a 1-year Cycle V program serves the seventh and eighth grade levels at the Fisher, New Park Avenue, West Middle, and Wish Schools; secondary and junior high learning centers
4. New Careers Program which allows paraprofessionals from the Hartford school system to upgrade their salaries by receiving credit for on-the-job training and for courses taken on campus
5. TTT Program which provides for the retraining of experienced teachers new to the inner city and prepares community people to serve as qualified instructors in the area of urban education

   Contact: Dr. Herbert J. Duke, Executive Assistant, College of Education
6. Early Childhood Education, a study of the educational development of young children and provision of strategies necessary for improving instruction
7. School Readiness which provides for impoverished youngsters who do not meet the poverty criteria required for admission into the Head Start Program
8. Head Start Program which provides services for pre-schoolers specifically oriented around language skill development and community and intercultural experiences
9. Follow Through which enables youngsters to retain the benefits from Head Start training; individualized curriculum at the Kindergarten II levels; paraprofessionals to bridge the gap between community and schools; on-going inservice program which trains teachers and paraprofessionals to help compensate for cultural deficiencies

   Contact: Joseph Randazzo
10. Model Cities 3-Year-Old Program to reach youngsters at an earlier age than Head Start; provides technical assistance to the Model Cities 3-Year-Old Program

    Contact: Mrs. Alice Davis, Director, School of Education
11. Youth Tutoring Youth which utilizes older school children in the teaching of younger children; both graduate and undergraduate students from the University are involved in the supervision of the program
12. The Hamden Cooperative Project which trains Spanish-speaking teachers in the techniques and philosophy of the American educational approach; teachers work with Puerto Rican school children
13. Saludos Amigos, a summer program to prepare teachers to teach Spanish-speaking youngsters in Hartford's English as a Second Language Centers
14. Migrant Workers which provides for supplementary education during the summer and throughout the school year for children of migrant workers
15. HICUT, a summer program to provide training for teachers new to the Hartford system and to deal directly with those conditions that are unique to Hartford

16. Team Teaching to provide training for the staff of the New Clark School; establishment of a Multi-Instructional Area which consists of up to six classes in one large, unpartitioned area to permit the children to move from one learning station to another whenever ready
17. College Work Study to provide poverty students with employment
18. Guidance Counseling Institute, a grant which provides for the training of Guidance Counselors to work with students from low-income areas
19. Project Sand which provides technical assistance to the South Arsenal Neighborhood Development Program; involvement with the development of the Everywhere School in the Early Childhood Development Centers
20. Professional Year in Hartford in which juniors and seniors spend a full year's internship in the Hartford public schools; participation in on-sight seminars; students receive a full year's credit
21. Cooperative Education Project in which the University of Hartford and the Hartford Board of Education are able to utilize the experience and expertise of the administrators in the coordination and supervision of the Follow Through programs through a program of special funding
    Contact: Dr. Herbert J. Duke, Executive Assistant, College of Education

DE--

DELAWARE STATE COLLEGE
Dover, Delaware 19901

1. Career Opportunity Program
    Contact: Dr. M. Milford Caldwell, Director
2. Experimental Program in Teacher Education, operated jointly by Delaware State College, Wilmington Public Schools, and other agencies, to bring into school persons from low-income areas who would not normally enter college or not normally consider teaching as a career; program includes field experiences, content, and professional education
    Contact: Dr. M. Milford Caldwell, Head, Department of Education

UNIVERSITY OF DELAWARE
Newark, Delaware 19711

1. Teacher Corps
    Contact: Dr. John Corrozi, Director
2. Urban Education Program
    Contact: Dr. William de Coligny, Instructor, Department of Education

DC--

DISTRICT OF COLUMBIA TEACHERS COLLEGE
Washington, D.C. 20009

1. Black and other Multi-Ethnic Studies, a dual approach program which places black studies and other multi-ethnic matter in every appropriate course and creates new courses which totally focus on the subject
    Contact: Dr. Carl E. DeVane, Professor of History

HOWARD UNIVERSITY
Washington, D.C. 20001

1. Urban Teacher Corps Program
2. Courses in urban education
   Contact: Dr. Evaretta S. Rutherford, Chairman, Department of Education

FL

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
Tallahassee, Florida 32307

1. Cooperative Student Teaching Program, operated in cooperation with Florida State University, in which student teachers from the two universities are brought together to consider problems of teaching in cross-cultural and multi-ethnic school settings
2. Interinstitutional seminars for prospective teachers in which students from six institutions in Florida are brought together in preparation for cross-cultural and multi-ethnic school settings
3. Teacher Development for Desegregating Schools Program to improve the mathematical competencies of 36 teachers and to prepare them for cross-cultural or multi-ethnic school settings
4. Direction of the North Florida Center and provision of consultative services and technical assistance to the North Florida public schools which may encounter difficulty in desegregation
5. Use of the human relations component of the Massachusetts Elementary Teacher Education Model and fusion into the preservice program
   Contact: Dr. Paul Mohr, Sr., Dean, School of Education
6. Individualized Teacher Education Program, a performance-based program to cover 6 quarters of the junior and senior years, which provides for a variety of first-hand experiences with young people of multi-class and multiracial backgrounds
   Contact: Dr. Gertrude Simmons, Associate Professor of Elementary Education

FLORIDA ATLANTIC UNIVERSITY
Boca Raton, Florida 33432

1. Adult basic literacy program conducted on the Brighton Reservation where about 20 Seminoles attend classes conducted by two fully certified teachers selected and supervised by the University staff 2 nights each week
2. Tutorial program for Seminole children attending the federal day school (grades 1-4) on the Big Cypress Reservation; twice each week university students conduct a special remedial program to supplement the regular curriculum in the language arts area
   Contact: Dr. Harry Kersey, College of Education

FLORIDA STATE UNIVERSITY
Tallahassee, Florida 32306

1. Graduate level course in education and minority groups offered by the Department of Foundational Studies in Education

2. Course: The Public School and the American Community which studies racism, deprivation, and multicultural tensions in education
3. Program of "encounter groups" or human relations training involving black students and faculty from Florida A&M University
4. Committee on Education and Minority Groups composed of black and white students and faculty to study the problems of preparing teachers and administrators to function in multiracial settings
5. Workshop-seminar in improving inter-group relations in cooperation with Florida A&M University
6. Feasibility test of a cooperative student teaching project in Leon County; assignment of biracial teams of student teachers to local schools with provision for special training sessions
7. Participation in desegregation workshops sponsored by the Miami Desegregation Center
8. Dissemination project of the Social Studies Education Department to acquaint elementary school teachers with an innovative social studies program: "Man: A Course of Study"
9. TTT Project in early childhood education in cooperation with the College of Education at Florida A&M University and the Florida State Department of Education
10. TTT multi-disciplinary project designed to expand and up-date the knowledge and skill of early childhood education specialists; special attention focused on language development in the early years
11. Tutorial program in Gadsden County which offers credit for "directed independent study" for participation in tutorial activities
12. Recruitment of black and other minority group students and faculty
13. Course: Teaching Art to the Disadvantaged
14. Courses offered by the Department of Adult Education related to the design of instructional programs for disadvantaged adults

    Contact: Dr. Phillip R. Fordyce, Dean, College of Education

FLORIDA TECHNOLOGICAL UNIVERSITY
Orlando, Florida 32816

1. Multi-Cultural Program Development Center with HEW under construction

    Contact: C. C. Miller, Dean, College of Education

STETSON UNIVERSITY
DeLand, Florida 32720

1. Education 495 seminar: The Education of the Socially Different which examines the curricular considerations in an educational program for children of socially unconventional backgrounds, ie., Mexican-Americans, American Indians, Eskimos, American Negroes, innercity dwellers, migrant workers, and the hillfolk of Appalachia; students live and work in a migrant workers community

    Contact: Dr. John A. Outterson

UNIVERSITY OF FLORIDA
Gainesville, Florida 32601

1. African Studies
2. Latin American Studies
3. Urban Studies
4. Education for the Disadvantaged
5. Preparation of Urban Educational Administrators
6. Work for undergraduate teacher education students to interact with persons and children of differing ethnic groups
7. Programs in training persons to work as "parent educators" (paraprofessional) in Follow Through projects; research on parent education and infant stimulation at the pre-school level
   Contact: Bert L. Sharp, Dean, College of Education

UNIVERSITY OF MIAMI
Coral Gables, Florida 33124

1. Teacher Corps Program, a 2-year program at the master's level to prepare college graduates for elementary school teaching in deprived areas; first several cycles concentrated on the inner-city ghetto schools while the current cycle concentrates on remote rural migrant populations
   Contact: Dr. Robert E. Hendricks
2. High School Equivalency Program in which school dropouts of college age are brought to the college campus and given special classes and tutoring until they can pass the GED test and receive a High School Equivalency Certificate; placement in college or in jobs; primarily for Spanish-speaking migrants
   Contact: Mr. John B. Sanchez
3. Head Start Supplementary Training Program to help non-professional workers in the Head Start Program get training to advance to paraprofessional positions and to professional preparation as teachers
   Contact: Dr. Alma W. David
4. Educational Leadership for Multicultural Schools to prepare people for educational leadership in integrated or multicultural schools; emphasis on inclusion of blacks and Cuban-Americans
   Contact: Dr. John H. Croghan
5. Florida School Desegregation Consulting Center to work with school systems in Florida in efforts to promote effective school desegregation
   Contact: Dr. Gordon Foster
6. Cuban Refugee Teacher Retraining Program to give refugee Cuban teachers the necessary refresher and retraining work so that they can qualify as teachers in United States
7. TTT Program which provides post-doctoral work for graduate professors of teacher education and public school teacher educators; emphasis on elementary school programs in the inner city, work with predominantly black schools; program being broadened to include schools with a large concentration of Spanish-speaking students
   Contact: Dr. Robert J. Simpson
8. In-Service Courses for Dade County Teachers which offer inservice courses for Dade County teachers cooperatively each semester with the Dade County School System

Contact: Mrs. Josie P. Sherrer

9. Efforts to give as many students as possible laboratory experiences with inner-city blacks and Spanish-speaking students and to include in the senior program special units on working with the disadvantaged
   Contact: Dr. Samuel Ersoff

UNIVERSITY OF SOUTH FLORIDA
Tampa, Florida 33620

1. Undergraduate teacher candidates in elementary education who teach daily for 5 quarters, 2 hours each day; teacher candidates are concentrated in groups of 25 in a single elementary school with a multicultural population
2. University faculty which functions in teams on a problems-centered basis using a multicultural public school setting as the focus for their academic planning
3. College faculty who are in the public school laboratory each day with teacher candidates
4. Program for the preparation of secondary school English and social studies teachers with teaching three quarters in a multicultural school
5. Teacher Corp Program which is totally problem-oriented with consistent use of the multicultural setting
6. TTT Program in which participants move into a multicultural area in Miami
7. Pilot exploration of some ways to use anthropology in the preparation of secondary school social studies teachers
8. Bilingual instructional procedure involving teacher candidates in a half Cuban, half black setting
   Contact: College of Education

GA---

CLARK COLLEGE
Atlanta, Georgia 30314

1. Production of video tapes of demonstrations of mini-teaching sessions on site, using students in Title I schools
2. Book written by a student for adolescents who are non-readers using multi-ethnic illustrations, submitted as part of requirements for the course, Curriculum and Methods
   Contact: Pearlie C. Dove, Chairman, Department of Education and Psychology

GEORGIA SOUTHWESTERN COLLEGE
Americus, Georgia 31709

1. Inservice ESA desegregation projects with area school systems
   Contact: Dr. Hoyt W. Pope, Chairman, Division of Education

GEORGIA SOUTHERN COLLEGE
Statesboro, Georgia 30458

1. Desegregation of pupils and faculty of laboratory school
2. Utilization of persons from the Neighborhood Service Center, from the black community schools, and from the Family and Children's Services

as resource persons for Education classes

3. Observation experiences in homes served by the Neighborhood Service Center and tutorial experiences with children
4. Student teaching assignments only in desegregated schools
5. Assignment to Student Teaching Centers rather than individual schools so that students may study schools of different economic, ethnic, and racial compositions
6. Year-long Title IV Civil Rights Institute in cooperation with the Georgia Title IV Center
7. Sponsorship of short activities for school and lay people to assist in the transition to desegregated schools

   Contact: School of Education

THE UNIVERSITY OF GEORGIA
Athens, Georgia 30601

1. Center for Educational Improvement assists school districts having administrative problems relating to school desegregation; curriculum improvement

   Contact: Morrill M. Hall, Director, Center for Educational Improvement
2. Anthropology Curriculum Project to broaden the pupil's understanding of other cultures and his own; anthropological approach to culture

   Contact: M. J. Rice, Project Director
3. Program in the Language Education Department to prepare teachers to teach English as a second language; staff members work with teachers and administrators in a nearby school system to develop among them an understanding and appreciation for the Negro dialect

   Contact: Language Education Department

VALDOSTA STATE COLLEGE
Valdosta, Georgia 31601

1. Use of filmstrips, films, film loops representing different racial groups used in the course, Media and Methods

   Contact: Louis E. Dunbar, Assistant Professor of Education

HI--

THE CHURCH COLLEGE OF HAWAII
Laie, Hawaii 96822

1. Summer session course, Peoples of the Pacific

   Contact: Dr. Robert W. Laid

UNIVERSITY OF HAWAII
Honolulu, Hawaii 96822

1. Hawaii Teacher Corps, a 2-year program to prepare students to become teachers of disadvantaged children; work in school and community activities

   Contact: Dr. George Fargo, Director

2. Hilo Center for Cross-Cultural Training and Research which gives cross-cultural training to Americans going abroad; primarily involved in training Peace Corps volunteers for East Asia Pacific countries; training programs vary from 6-12 weeks in length and consist primarily of imparting language, technical, and cross-cultural skills
   Contact: Bill Sakovich, Training Coordinator

IL--

BRADLEY UNIVERSITY
Peoria, Illinois 61606

1. Interdisciplinary program in Black Studies
2. Courses for teachers in newly desegregated classrooms and for teaching in the inner city
3. Program in which juniors in elementary education go out for three and one-half days a week as teaching assistants in lower socio-economic level schools, and during the senior year teach in higher socio-economic level schools
   Contact: Leo G. Bent, Dean, College of Education

GOVERNORS STATE UNIVERSITY
Park Forest South, Illinois 60466

1. Urban teacher education in the College of Human Learning and Development designed especially to train not only minority and low-income individuals to become effective teachers in the urban setting but also to carry a concern for working directly with ghetto schools in either an outpost educational function or in terms of community service
2. Development of a human services program to provide career ladder opportunities for persons completing programs in junior colleges; ends with a Master's Degree in Human Relations Services
3. Baccalaureate program in Ethnic Studies
   Contact: Tilman C. Cothran, University Vice President
   for Academic Affairs

ILLINOIS STATE UNIVERSITY
Normal, Illinois 61761

1. High Potential Student Program which recruits students with high potential who may not meet some of the more conventional academic admission requirements
   Contact: College of Education

LAKE FOREST COLLEGE
Lake Forest, Illinois 60045

1. Courses: Afro-American Literature, The Black Man in America, The City, American Subcultures
   Contact: Department Chairmen

2. A reading series for the inner city as part of The Teaching of Reading required for elementary teaching
3. Tutorial project working with minority groups in Chicago and suburbs
   Contact: Department of Education

LEWIS-SAINT FRANCIS OF ILLINOIS
Lockport, Illinois 60441

1. Project Go Ahead, a pre-school program designed for children from the ages of 3 to 5 to enable the disadvantaged child to succeed by giving him the assistance and the adequate educational program that will enable him to maximize his potential through a program designed to give greater attention to individual differences; training course required with a Certificate of Completion for the Program
   Contact: Charles E. Jones, Administrative Assistant to the Presidents
2. Program to prepare young black mothers for work in neighborhood day care centers
   Contact: Charles E. Jones, Director of the Program

LOYOLA UNIVERSITY, CHICAGO
Chicago, Illinois 60626

1. Upward Bound, a precollege preparatory program designed to generate the skills and motivation necessary for success in education beyond high school among young people from low-income and inadequate secondary school preparation backgrounds
   Contact: William R. Davis, Director
2. Special Educational Opportunity Program which incorporates students of poverty backgrounds and/or members of racial and ethnic minority groups into the undergraduate student body; counseling, academic advising, tutoring, credit and non-credit seminars; Scholarship Program involving Illinois State Scholarships, Illinois Guarantee Loan, Loyola Grant in Aid, Loyola Scholarship, the Afro-American Grant Scholarships, Church Scholarships, Pullman Scholarship, and the National Scholarship Fund for Negro students
   Contact: Director of the Program
3. Erikson Institute for Early Education which operates both as a training center for teachers, supervisors, and administrators in the field of day care, Head Start, nursery school, and kindergarten, and as a consultation center in the field of early childhood education; Master of Education degree awarded upon completion of the institute program and two additional Loyola courses; B.A. required for admission; includes Practice Teaching, Tutorial Program, and Academic Program
   Contact: Dr. Maria W. Piers
4. Teacher Corps Program
   Contact: Dr. Barney Berlin, Liaison Officer, School of Education
5. The High Risk Program
   Contact: Mike Canady, Co-Director
6. The Urban Ethnic Studies Program
   Contact: Dr. Lance Blakesley, Director

MUNDELEIN COLLEGE
Chicago, Illinois 60626

1. Model Cities Project which is funded by Model Cities, an educational program concentrating on disadvantaged 2-year-old children in the Chicago Model Cities West Side Target Area; an adult education project to involve parents in the effort to meet the needs of children
   Contact: HICA Office, 624 South Lawndale, Chicago, Illinois
2. Program in Teaching English as a Foreign Language
   Contact: Department of Education
3. Program for teachers of Spanish-speaking minorities under the sponsorship of the Spanish Department
   Contact: Deni Heyck, Spanish Department
4. Introductory course for teacher education students including "exposure" to the multicultural composition of many of the urban schools
   Contact: Mary Sparks

NATIONAL COLLEGE OF EDUCATION
Evanston, Illinois 60201

1. Inter-disciplinary, multicultural social science curriculum with the concept of culture introduced in the basic course and used as a frame of reference for studying peoples in various parts of the world and in different historical periods
   Contact: Dr. Thomas Askew, Chairman, Social Science Department

NORTH PARK COLLEGE
Chicago, Illinois 60625

1. Restructuring of Teacher Education Program to encompass two professional terms, the first including three courses taught in connection with an intensive laboratory experience in the public schools
   Contact: Quentin D. Nelson, Director of Teacher Education

NORTHWESTERN UNIVERSITY
Evanston, Illinois 60201

1. TTT Project in conjunction with the Chicago Public Schools, service agencies, and interested community members; two graduate level programs to candidates interested in multicultural education; for teacher-leaders for core-area Chicago elementary schools and college level specialists for teacher training in multicultural schools; provides inservice development programs for experienced English teachers, supervisors, and administrators through the English Curriculum Center component of the project; clinical emphasis; Teacher-Trainer Program, a 1-year inservice program preparing participants for teacher-training responsibilities in Chicago elementary schools; TTT Ph.D. Program leads to the Ph.D. in Education and Urban Affairs, 3-year program
   Contact: William Hazard, Associate Dean, School of Education
2. Tutorial and Clinical Program of Teacher Education for freshman,

sophomore, junior, and senior classes, tutorial activities, and clinical experiences; freshman year focus on the broad overview of schools, teachers, students, and the problems in education; sophomore year focus on the teacher-learner relationship and education foundations; junior year focus on the societal forces shaping the school policies and operations; senior year focus on practice and evaluation of classroom teaching competencies

Contact: James Neal, Associate Dean, School of Education

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois 62901

1. European Travel and Study Program which has courses with travel to France, Austria, Switzerland, England, Germany, Soviet Union, Spain, Mexico, and Asia; International Field Study in Comparative Education, Secondary Education-Field Study Abroad, Secondary Education-Individual Research and Current Problems in Secondary Education, and Strategy Problems in Community College Teaching
   Contact: University Extension Services, Southern Illinois University
2. Affirmative Action Program to recruit qualified individuals from minority groups and to seek out and promote those presently employed and qualified for promotion; for all personnel action involving University employees and students
   Contact: Jerome Lacey, Assistant to the Chancellor
3. Southern Illinois University and Winston-Salem State College Exchange Program which involves the exchange of faculty members, students, programs, and ideas; the major purpose being to increase the academic quality of the two developing institutions
4. Foreign Assistance Projects in Afghanistan, Argentina, Brazil, Indonesia, Mexico, Nepal, Nigeria, Thailand, and Yugoslavia
5. Black American Studies Program
   Contact: Elmer J. Clark, Dean, College of Education

THE UNIVERSITY OF CHICAGO
Chicago, Illinois 60637

1. TTT Project, in cooperation with the Chicago Board of Education, which has three units: the fellowship program for doctoral candidates in teacher education, the Resource Colleague program, and the Teacher Education Center; University professors go into the public schools to learn and to make available specialized talents; community people provide fresh perspectives on teaching and learning to the University and public school personnel; the Resource Colleague supports and assists teachers and functions as a liaison between the Community and the school; Doctoral program emphasizes field experiences for the purpose of complementing theoretical insights with practical experience

2. TTT Resource Center which makes available the resources needed by the Resource Colleagues, doctoral candidates and Graduate School faculty; each location encourages the production of materials specifically aimed at helping teachers in poverty areas

3. Ford Training and Placement Program which involves the University of Chicago, the Chicago Public Schools, and the local community in training, and places a team of professional educators for urban schools
   Contact: Henrietta Schwartz, Graduate School of Education

UNIVERSITY OF ILLINOIS, CHICAGO CIRCLE
Chicago, Illinois 60680

1. Cooperative Program in Urban Teacher Education to involve teachers, students, parents, community representatives, and children in working with the problems of the city schools; learning centers established in cooperating elementary schools
2. Bi-lingual Education Program to train University of Illinois Puerto Rican students as elementary teachers to serve in predominantly Spanish-speaking areas within Chicago; leads to a B.A. in elementary education
3. Teacher Corps in conjunction with the Chicago public schools, a 2-year teacher education program to provide bilingual and bicultural training for teaching predominantly Mexican-American children in Chicago
4. Piaget-Derived Pre-School Education Program, funded by the Urban Education Research Program, to train day-care center teachers; curriculum materials use Piaget theory; also includes teacher aides, parental workers, and social workers
5. Black Curriculum Development Project for Kindergarten and Primary Grades to serve the College in the training of a small number of teachers in bicultural areas; teachers located in Chicago, Baton Rouge, and Champaign work on attitudes and development of personal-social skills.
6. Chicago High School for Metropolitan Studies to develop and implement a new approach to urban education in Chicago; activities in businesses, hospitals, art museums, theater companies; Metro faculty and students use laboratory and classroom space on campus, two faculty members of the College of Education are also faculty members and researchers on the Metro staff; Chicago Circle students involved in planning and teaching in the school
   Contact: Professor Emanuel Hurwitz, Assistant Dean, College of Education

UNIVERSITY OF ILLINOIS, URBANA CHAMPAIGN
Urbana, Illinois 61801

1. Semester in England Program as part of the Department of Elementary Education
   Contact: Professor Theodore Manolakes
2. MATESL Internship in Puerto Rico
   Contact: Professor Ralph Walker, Director
3. Science Education Internship in Puerto Rico
   Contact: Professor Ralph Walker
4. Comparative Education Students Summer Abroad Program
   Contact: Division of Comparative Education

5. Research Development Program on Educational Problems of Puerto Rican Youth in InnerUrban Chicago which utilizes anthropological field techniques to study the relations between the informal education of household and neighborhood and the formal education and culture patterns of the school
    Contact: Professor Jacquetta Hill Burnett
6. Work for College of Education staff members with Sierra Leonean primary and secondary teachers and Peace Corps staff in training 125 Peace Corps Volunteers
    Contact: Professor Orrin Everett Gould
7. Special section of Education Psychology which emphasizes the role of social and cultural factors in influencing and conditioning the teaching-learning process
    Contact: Professor Martin Louis Mawhr

IN--

ANDERSON COLLEGE
Anderson, Indiana 46011

1. Project problem programs in which students do academic work in relation to the kinds of work done in the ghettos or in scout work in the Southwestern section of the United States, or work on an Indian reservation
2. Off-campus study in which a student might, for example, spend the month of January working with an appropriate person in a program that deals with drug addiction
3. Foreign study programs, one in Russia
4. Course: Intercultural Relations
    Contact: Frederick V. Shoot, Dean of Instruction

BALL STATE UNIVERSITY
Muncie, Indiana 47306

1. Program: Teachers of the Disadvantaged in which freshman year students work with individuals or groups from disadvantaged communities through the Ball State Student Voluntary Services with individual tutoring and cultural enrichment programs; sophomore year includes field work in connection with a specially sectioned psychology course in human growth and development; junior year includes participation course with Principles of Teaching and Classroom Management in addition to a pre-student teaching laboratory experience with additional field experience; senior year the students teach in an elementary school located in a disadvantaged area
    Contact: Dr. Frank Sciara, Director, TOD Program

INDIANA UNIVERSITY
Bloomington, Indiana 47401

1. Seminar in Urban Education "School Culture and the Urban Community", which analyzes what constitutes the culture of the American public school and offers direct experience of the culture of an urban community with effort to direct this experience to the analysis of the public school
2. Multicultural education major offered in the Department of Urban Education, a program designed for those committed to teaching elementary-age pupils; attention given to black Americans in inner-city schools, black Americans in rural communities, poor whites in rural

areas, poor whites in urban ghettos, Spanish-Americans and American Indians
Contact: John F. Brown, Chairman, Department of Urban Education

INDIANA UNIVERSITY - PURDUE UNIVERSITY, INDIANAPOLIS
Indianapolis, Indiana 46204

1. Teacher Aide Training Project I in which persons selected as trainees are acquainted with the position of teacher aide and are helped both psychologically and through training to work efficiently on the job; areas of study include Understanding the Profession, Communications, How Learning Takes Place; program includes an inservice semester
   Contact: Virginia Harvin, Coordinator
2. Comprehensive Intensified Teacher Training Operation which emphasizes inner-city teaching to develop broad-based teachers, to give trainees extensive classroom experience in individual instruction, team teaching, programmed and audio-tutorial instruction, operant conditioning, practicums, and laboratory experiences 5 days per week for the regular school day hours from September to May
   Contact: J. Don Arrington, Director
3. Prototype for the Public School and the Juvenile Offender which uses a non-graded, individualized instructional approach in reading, English, and math and physical education as well as industrial arts in a public inner-city elementary school in Indianapolis
   Contact: Nelson H. Goud, Director
4. The Educational Resources Center which has three components: Learning Skills Center, Reading Resource Center, and Curriculum Library to train reading specialists by offering a reading major at the graduate level, to provide clinical services in the area of reading difficulties for the community, to serve as a resource center for schools in the area who wish to establish reading programs
   Contact: Merle R. Draper, Director of the Center

MANCHESTER COLLEGE
North Manchester, Indiana 46962

1. Course: Urban Education to acquaint prospective teachers with the role of the school in the inner-city; special emphasis on educational programs, practices, techniques, and projects to overcome the deficiencies of children from culturally different environments; observation and participation in inner-city schools
   Contact: Miss Enoch

PURDUE UNIVERSITY
Lafayette, Indiana 47907

1. The Gary Project to prepare beginning teachers for inner-city schools; special intensive seminars prior to and during student teaching; all placed in selected urban schools in Gary, Indiana, to complete their student teaching

2. The Gary Careers Opportunity Program to improve school staffing and organization, make a positive impact on children and youth, improve school-community relations, and modify both the local school system and institution of higher learning to better serve the community; paraprofessionals employed in the Gary Schools enroll for academic credit at the Purdue Calumet Campus
   Contact: Harrison Gardner, Assistant Head, Department of Education

IA--

BUENA VISTA COLLEGE
Storm Lake, Iowa 50588

1. Annual summer classroom in Mexico
   Contact: John P. Williams, Dean of the Faculty

CENTRAL COLLEGE
Pella, Iowa 50219

1. Student teaching in schools of Chicago's South Side
2. A curriculum in which secondary teacher education students do not major in education, but in subjects they are preparing to teach, including courses in Urban Field Studies, East Asian Culture and Literature, Hispanic American Civilization, The Formation of the Afro-American Community, Comparative Cultures, Minority Groups
3. Yucatan Program which requires attendance for 1 term (about 10 weeks) at the study center in Merida, Yucatan, Mexico with field trips to plantations, villages, Mayan ruins
4. European programs, a full year abroad starting with intensive language study, and courses in the language of the country at the Sorbonne, University of Vienna, University of Madrid, etc.
   Contact: Newell H. Dailey, Professor of Education

COE COLLEGE
Cedar Rapids, Iowa 52402

1. A program in which one student in Washington as a participant in off-campus program works as a student teacher aide in a junior high school Speech-Drama Language Arts Program in an inner-city school 2 days each week
   Contact: Ben M. Dukes, Chairman, Department of Education

DRAKE UNIVERSITY
Des Moines, Iowa 50311

1. Teacher Corps, a Cycle V project with concentration at the junior high school level
2. State Internship Program, a joint experimental program imitating the Teacher Corps model initiated in selected Des Moines area schools; interns to function in centers vacated by Teacher Corps Cycle III; teams of interns in the program are presently staffing the Drop-In Center

3. Project Chess, a Consortium for Higher Education Student Services, to provide services such as counseling, tutoring, social services, and cultural enrichment for disadvantaged students after they have been accepted by a college or university
4. One for One, a program with the business sector of Des Moines to provide educational opportunities for disadvantaged students, in which students receive a 4-year scholarship funded on a one-for-one basis by Drake University and the Des Moines Business Community
5. Minority student recruitment by recruiters who during the peak recruiting periods take minority students into communities such as Chicago, St. Louis, and Kansas City for the purpose of recruitment
6. Special summer school which has programs during the sessions under the direction of the Student Personnel Services Department of the College of Education; upon recommendation of the counsellors, marginal students admitted to regular Drake programs
7. Minority group faculty recruitment which offers free tuition for staff member dependents
8. Course: Educating the Disadvantaged, cooperatively developed by Drake Education faculty and staff of the Des Moines Independent Community School District; required for all teacher candidates: School-Community Practicum; students spend 3 weeks in the Des Moines community studying and visiting in government, social agencies and industry, and each student spends 6 weeks in schools of the inner city
9. A 15-hour series of generic courses developed in education to provide relevant course content to help participants while on-the-job and to provide diagnostic remedial as well as counseling services for these students
10. Program in which students participate in voluntary tutorial programs in the Community Centers and settlement house in the Model Cities area and in another poverty area
11. Career Opportunities Program
12. New Careers Program
13. Occupational Upgrading

    [Persons enrolled in the above three programs are certified as teacher aides by the Iowa Department of Public Instruction; upon completion of programs in education, assignments include ranks of Associate I, Staff Associate, Senior Associate, and Intern and involvement in such areas as classroom aides, Community Worker and Media-Library Aide]
14. Des Moines-Drake Institute, joint venture of the College of Education and the Des Moines Independent Community School District, in which Drake and the School District have agreed to contribute equally a sum of $15,000 each annually for the next 3 years and to hire a coordinator and staff to work on planning and implementation of the first magnet school in the Model Cities area of Des Moines; includes planning for a new building, establishing new curricular patterns and organizations and other innovations relative to the development of a significant inner-city elementary school
15. Assignment of all elementary and secondary student teachers to schools in the inner city
16. The Educational Media Services of Drake University which provides media services to the schools through the student teachers and interns; experimental programs to take home media materials for inner-city children.
17. Urban Affairs Center

    Contact: Louis F. Heger, Assistant Dean, College of Education

LORAS COLLEGE
Dubuque, Iowa 52001

1. Graduate level course in Educational Sociology
   Contact: Department of Education

MORNINGSIDE COLLEGE
Sioux City, Iowa 51106

1. Observation periods for students in education in racially-mixed schools in Sioux City and in Indian schools in Winnebago, Nebraska
   Contact: Russell M. Eidsmoe, Head, Department of Education

MOUNT MERCY COLLEGE
Cedar Rapids, Iowa 52402

1. Provision for a study of the education of the disadvantaged child through lectures, readings, and discussion in both Foundations of Education and Educational Psychology; course requires observation in a classroom where there are disadvantaged children
2. Student volunteers in the Student Helpers Program of the Hawkeye Area Community Action Program working either as after-school or in-school helpers; volunteer work at the YWCA and Jane Boyd Community House
3. Interim course: The Negro in Contemporary American Culture
   Contact: Education Department

NORTHWESTERN COLLEGE OF THE REFORMED CHURCH IN AMERICA
Orange City, Iowa 51041

1. Student teaching in Sioux City
   Contact: Paul M. Koehn, Chairman, Division of Education

THE UNIVERSITY OF IOWA
Iowa City, Iowa 52240

1. Cooperative Urban Teacher Education program in cooperation with the Kansas City (Missouri and Kansas) Public Schools and the Mid-Continent Regional Educational Laboratory; 20 students take seminars in psychology, sociology, and mental health as well as seminars in educational methods and media while serving and living in the inner-city areas of Kansas City; interdisciplinary seminars focus on the culturally disadvantaged child; participation in inner-city community services and teaching in inner-city schools
   Contact: L. A. Van Dyke, Dean of Instruction

UPPER IOWA COLLEGE
Fayette, Iowa 52142

1. Summer course: Bio-Cultural Adaptations of Man: South Western U.S.A.
   Contact: Joseph Powers, Sociology Department

KS--

BAKER UNIVERSITY
Baldwin City, Kansas 66006

1. Participation in Cooperative Urban Teacher Education: See College of Emporia for discussion and contact

BETHEL COLLEGE
North Newton, Kansas 67117

1. Puerto Rico Intercultural Seminar, sponsored by Associated Colleges of Central Kansas, with a week of seminars sponsored by the Puerto Rico Department of Education; students return to Puerto Rico as student teachers
2. Participation in CUTE: See College of Emporia for discussion and contact
3. Membership in the Council of Mennonite Colleges which in cooperation with the Mennonite Central Committee sponsors an Urban Teacher Corps in Atlanta, Georgia, with student teachers placed in a ghetto secondary school
4. Participation in Mennonite Teachers Abroad program which presently has about 300 teachers from Mennonite Colleges teaching in Africa, Newfoundland, and several Latin American countries
5. Sponsorship of an exchange with Wuppertal University in Germany in which a Bethel student attends Wuppertal 1 year in exchange for a Wuppertal student on the Bethel campus

   Contact: Dr. Justus G. Holsinger, Director of Teacher Education

THE COLLEGE OF EMPORIA
Emporia, Kansas 66801

1. Participation in the Cooperative Urban Teacher Education (CUTE) program in Kansas City, Missouri, which provides a 1-semester student teaching experience in the inner-city environment in which the student is totally immersed in that culture and climate, including work with public school personnel, visits of homes, public agencies, and schools in urban deprived areas; talk with public and private agency personnel and inner-city residents; work with children in tutorial programs, community service schools, community center activities; study and discussion in seminar sessions with sociology, psychology, and education faculty members of problems encountered in field experiences, full-time student teaching in an urban deprived school

   Contact: Charles Rankin, Director, CUTE, Fairmont Towers,
   2221 North Hillside, Wichita, Kansas

2. Reorganization of teacher education experience during which courses were eliminated in favor of areas of competence of which 31 will comprise a total experience for education students; one of the 31 competences will deal with multicultural education and will be developed into one or more learning packages to be placed in the Self-Instruction Laboratory

   Contact: Dr. Donald H. Minner, Head, Education Department

FRIENDS UNIVERSITY
Wichita, Kansas 67213

1. Participation in Cooperative Urban Teacher Education: See College of Emporia for discussion and contact

KANSAS STATE TEACHERS COLLEGE
Emporia, Kansas 66801

1. Urban Teacher Education Program, conducted in Kansas City, Kansas, and Kansas City, Missouri, which requires one semester of residence in the inner-city community where the student is involved in direct experiences both in teaching and social situations with inner-city students; student earns nine credit hours in related courses of Urban Sociology, Guidance of the Inner-City Child, and Professional Relations of the Teacher
   Contact: Dr. Roger Pankratz, Associate Professor of Education, School of Education and Psychology

KANSAS STATE UNIVERSITY
Manhattan, Kansas 66502

1. Participation in Cooperative Urban Teacher Education in which about 14 students each year sent to reside and work with inner-city children: See College of Emporia for discussion and contact
2. Courses: Education of the Disadvantaged and Inner-City Experience
3. Requirement that students in the education program be involved in one of the following programs: Friendship Tutoring and Teacher Aide Experiences in the schools of the Manhattan and Junction City communities with emphasis upon service to the schools in economically depressed areas
4. Interim program in which students voluntarily go to Kansas City, live with families in the inner-city school district and work with students in school and out of school
   Contact: Samuel R. Keys, Dean, College of Education

McPHERSON COLLEGE
McPherson, Kansas 67460

1. Program which sends students during the interterm to Wichita to serve as student teacher aides in black schools
   Contact: Dayton G. Rothrock, Head, Education Department

TABOR COLLEGE
Hillsboro, Kansas 67063

1. Intercultural Education seminar during the January interterm through the Associated Colleges of Central Kansas
   Contact: Dr. Justus Holsinger, Bethel College, North Newton, Kansas 67117
2. Interdisciplinary seminar in the Watts area of Los Angeles during interterm under the auspices of World Opportunities
   Contact: Department of Education

3. Participation in CUTE: See College of Emporia for discussion and contact

WASHBURN UNIVERSITY OF TOPEKA
Topeka, Kansas 66621

1. Torreon, Mexico Semester for Student Teaching
2. Copenhagen Semester and Summer Program
3. Teacher Education Program, Crossroads Africa
4. Courses: Understanding the Individual and Understanding the School
   Contact: Department of Education

WICHITA STATE UNIVERSITY
Wichita, Kansas 67208

1. Human Relations Workshops, fourth annual in 1971, which enrolls 150 to 275 teachers from Wichita Public Schools and focuses on multi-ethnic problems and multicultural sensitivities
   Contact: Dr. Phyllis Burgess
2. Project Teach, a two-faceted program to provide a better educational climate in urban classrooms, in cooperation with Wichita Public Schools and Sacred Heart College, and provides better educated teachers for urban classrooms and instructional aides for urban classes
   Contact: Dr. Kenneth Nickel
3. Workshop on Multi-Ethnic Curricular Materials to develop curricular materials on all aspects of minority cultures for teachers and to work with a committee of teachers from the Wichita National Education Association
   Contact: Dr. James Fisher
4. The Chilocco Project which developed improved reading skills with students at The Chilocco Indian School, Chilocco, Oklahoma, and improved teaching techniques through changing teacher attitudes and improving teaching attitudes and improving teaching skills; the second year will focus on reading and math, working with dropouts, and continued work with teacher attitudes
   Contact: Dr. Robert Alley
5. Head Start Supplementary Training Program which offers inservice training of Head Start personnel, both aides and teachers, and career development for the paraprofessionals, many of which are of a minority race
   Contact: Dr. Ruth Tasch
6. Desegregation Program in which the administrators of the eight largest school systems in Kansas look minutely at their desegregation problems
   Contact: Dr. Ronald Davison
7. Follow Through Supplementary Program offering inservice training of personnel in the Follow Through Program to enable them to improve their skills, particularly, the paraprofessionals (mainly minority race) to attend college
   Contact: Dr. Robert Pate
8. Inservice Training for Social Agency Personnel, a program under the Model Cities Agency to assist residents in Model Neighborhood Areas with information and counseling about career choices; work with social agency personnel and Model Neighborhood Area residents to improve understanding and services
   Contact: Professor Floyd Perry
9. Upward Bound which motivates capable high school students to further

their education after high school
Contact: Clifton Smith

10. Teacher Education Program for Urban Teachers, a three-semester program to provide increased understanding of urban problems and culture to prospective teachers; the first course: Individual Studies in Urban Education for elementary and secondary teachers provides laboratory work in the urban community in order to increase cultural understanding; the second course: Special Studies in Urban Education for elementary and secondary teachers includes laboratory work as a classroom aide in an urban classroom to increase understanding of problems of education; the third course is the student teaching semester in an urban school
Contact: Dr. Kenneth Nickel

KY---

KENTUCKY STATE COLLEGE
Frankfort, Kentucky 40601

1. Program in Afro-American Studies
2. Inservice Program to upgrade reading instruction among teachers of schools located in disadvantaged areas and to increase the reading teaching skills of teachers in schools located in disadvantaged areas in Kentucky; focus on the areas of teaching elementary students who speak a non-standard dialect
Contact: Dr. Alfred D. Wiley, Coordinator of Elementary Education

MOREHEAD STATE UNIVERSITY
Morehead, Kentucky 40351

1. Program in Black Studies
Contact: School of Social Sciences

MURRAY STATE UNIVERSITY
Murray, Kentucky 42071

1. Courses: The Negro in American History to 1865 and The Negro in American History 1865 to present
Contact: Department of History

TRANSYLVANIA UNIVERSITY
Lexington, Kentucky 40508

1. Course: Human Growth and Development which has multicultural orientation and is a part of the teacher education program
2. All pre-student teacher observation and participation in inner-city schools
Contact: J. M. Broadus, Chairman, Department of Education and Physical Education

WESTERN KENTUCKY UNIVERSITY
Bowling Green, Kentucky 42101

1. Latin American Studies Program
   Contact: Dr. William J. Nolan, Professor of Foreign Language and Education
2. Afro-American Studies Program
   Contact: Mr. J. E. Jones, Center for Intercultural Studies
3. Center for InterCultural Studies which offers an interdisciplinary undergraduate minor in Folk Studies
   Contact: Dr. W. Lynwood Montell, Coordinator, Folk Studies

ME---

UNIVERSITY OF MAINE AT PRESQUE ISLE
Presque Isle, Maine 04769

1. Courses in speech and reading which lean in the direction of special speech and reading problems of bilingual children (English and French)
   Contact: Albert W. Purvis, Dean of Instruction

MA---

BOSTON COLLEGE
Chestnut Hill, Massachusetts 02167

1. Undergraduate honors student tutorial program in which students voluntarily provide assistance to those who wish it; as of the fall semester, 1971 all domestic tuition scholarships will carry with them a requirement for tutorial assistance in proportion to the extent of the scholarship
   Contact: School of Education

BOSTON STATE COLLEGE
Boston, Massachusetts 02115

1. Undergraduate program in which 3-semester-hour course is open to those with sufficient background in English or a foreign language; covers theory and methodology in teaching of English as a second language and has observation in the Boston Public School classes
2. Two graduate-level courses in the teaching of English as a second language offered to teachers inservice through the Program of Continuing Studies
3. Summer Institutes for teachers in the Boston Public Schools and several suburban systems in Bilingual Education (Spanish/English)
   Contact: Department of Education

FITCHBURG STATE COLLEGE
Fitchburg, Massachusetts 01420

1. Course in Learning and the Culturally Disadvantaged offered by the Behavioral Science Department which provides opportunity for students to work with minority children who attend the college campus schools in such enrichment activities as arts and crafts, sewing, cooking, grooming, development of listening skills, sports and awareness of the community; formal class aspects deal with the literature on urban education
   Contact: Dr. Harry L. Crowley, Chairman, Behavioral Science Department

HARVARD UNIVERSITY
Cambridge, Massachusetts 02138

1. Center for Urban Studies to provide training for lay citizens who wish to pursue careers in education, to train teachers for urban schools, to help communities survey their career needs, to help communities define and develop appropriate job roles and services, to provide advice and inservice training for upgrading professional staff, to assist professionals and laymen in community groups in the planning and implementation of new programs, to assist professionals and community groups in the development of experimental schools; a branch of the Harvard Graduate School of Education, programs administered by the Center are proposed and directed primarily by students of the School of Education and are generally clinical rather than research-oriented, designed to impact directly on the needs of the urban community
2. Prison Program, part of the Center for Urban Studies,in which once a week volunteers visit a Massachusetts state penitentiary and offer classes in history, drama, and literature
   Contact: Edward Simpkins, Executive Director, Center for Urban Studies
3. The American Indian Program to bring American educators here to work for the Master's Degree in Education, in order to give the students an opportunity to get acquainted with Harvard and to reacquaint themselves with academic life; the summer session preceding the academic year is an integral part of the program; counseling sessions
   Contact: Robert A. Matthai, Director

MERRIMACK COLLEGE
North Andover, Massachusetts 01845

1. Courses: Problems in Urban Education, Curriculum Development in Secondary Education; observation classes in various public and private schools during Educational Psychology and other courses
   Contact: Department of Education

UNIVERSITY OF MASSACHUSETTS
Amherst, Massachusetts 01002

1. Off-Campus Teacher Education Program K-12: Pre-Practicum phase which offers lectures on foundations, supervisory seminar using microteaching clinics for self-help, discussion of alternative structures designed to give general knowledge of present changes in education, seminars on field survival designed to help students realize the "real life" situation in the field, and an intern/extern seminar which will allow externs to help pre-interns train for their coming intern experience and all externs to meet with faculty to help evaluate the total program; Practicum phase offers semester-long off-campus experience, practice teaching in school districts throughout the U.S., Canada, and England; Post-Practicum allows an extern to involve himself in other courses and experiences at the School of Education
   Contact: Dr. William Fanslow, Director

2. The Alternative Schools Program which features two on-site internships in urban settings and two 26-day Outward Bound wilderness experiences; the second and fourth semesters of the 2-year program will be spent almost entirely in internships in metropolitan areas; students live with families in the community and have firsthand experience in community development and team-building; the first and third semesters are spent on campus in learning modules selected from a wide array of options; TASP students receive a Bachelor's Degree at the end of the senior year and a master's degree at the end of the full program
3. Early Childhood Program which provides a professional year of training for juniors, seniors, or a post-Baccalaureate year of preparation to teach children from age 2 to 8; program built on two field experiences, 8 weeks in the fall and another 8 weeks in the spring during which students might live off campus; each field experience in a different type of community; teams of faculty and students work together, support each other, analyze experiences and evaluate growth; seminars held regularly during the field experiences with instructors traveling to or near the on-site locations
4. Center for Urban Education Teacher Education Model which focuses on an internship, combining teaching and living in an inner-city community; students intern in groups of 10 to 30 in various cities; methods instruction on-site with workshops involving the student, cooperating teacher, and graduate supervisor; intern experience structured to develop a procedure for moving from a case study approach to working in tutorial and other capacities in small groups to preparing and coordinating lessons with an entire class; internship follows a semester of on-campus courses including Introduction to Urban Education; after internship participants return to Amherst for one or two semesters of follow-up experiences including an Evaluation Seminar; externs then may choose from a variety of advanced courses in urban education and related courses in other School of Education Centers and University Departments; near the completion of the 2-year program, participants engage in a second practicum involving specific projects in curriculum development

    Contact: School of Education

WHEELOCK COLLEGE
Boston, Massachusetts 02215

1. Project Head Start whose office of the Regional Training Officers for Head Start for Massachusetts is located at Wheelock and is federally funded to assist Head Start programs plan appropriate inservice training for their staffs; opportunities for Wheelock students and faculty for participating in various training programs with Head Start staff and parents as well as working and volunteering in local centers
2. Supplementary Training Program to broaden and deepen the knowledge of paraprofessionals who wish to enter college while working in order to advance in career levels and to obtain full professional standing
3. Community Needs Study, a year-long Community Needs Study in the Boston area to assess the relationship of community needs to Wheelock's programs, to measure what the community sees as its needs for Wheelock's emphasis in the field of early childhood education, and to develop a model for a total college response to community needs

4. Model City Higher Education Program in which residents of Model Neighborhood attend classes (liberal arts) in Roxbury and then transfer to one of the member colleges; provides technical assistance in curriculum development and instruction
5. Freshman Field Course in which students spend 2 half-days per week at an institution in the greater Boston community (non-credit)
6. Student Teaching and Curriculum for Early Childhood Education--Urban Teaching Program to examine various problems of curriculum development and teaching procedure, as well as to identify and analyze the wide range of social, cultural, ethnic, and psychological differences among individuals in urban schools
7. Courses: The Learning Process and the Inner City Child, Children of the Inner City, The Minority Child in the Urban Classroom, Urban Sensitivities
8. Graduate course: Field Work and Theory in Working with Economically Disadvantaged Social Groups
9. Urban Teaching Program for juniors and seniors who want to teach in urban schools in which they participate in an urban school, seminars, field work, and human relations work
10. Program for Special Attention to Schools in Small Communities in which students take up residence in Martha's Vineyard and participate in community life
11. Therapeutic Tutoring Project in which students spend many hours every week in tutoring sessions and supervisory seminars with no credit from the College; conducted by the College in conjunction with the Child Care Project at nearby Beth Israel Hospital, tutors work in pairs with children and spend 4 hours a week in supervision seminars with the educational and psychological supervisors where they learn the techniques of therapeutic tutoring and discuss individual tutoring situations

Contact: Dean of Studies

WORCESTER STATE COLLEGE
Worcester, Massachusetts 01602

1. Summer Orientation Program, a 6-week program for culturally deprived individuals who are personally identified through the Dean of Students Office and underachievers in secondary school who are identified by secondary personnel as possible successes in higher education if afforded special attention; counseling and guidance, academic skills assessment and skills building, an introduction to higher education facilities, study skills and the opportunity for "free wheeling" discussions; students admitted to the regular program in the fall
2. VOICE, Veterans' Opportunities in College Education in which returning veterans are given special consideration relative to admissions in order to afford them educational opportunities
3. Urban Education courses
4. Encouragement of students in education to accept student teaching experiences in elementary and secondary schools with multi-ethnic enrollment

Contact: Noel J. Reyburn, Academic Dean

ALMA COLLEGE
Alma, Michigan 48801

1. Foundations of Education course which focuses attention on the education of racial and ethnic minorities
   Contact: Department of Education
2. Inner-city student teaching program in Detroit in cooperation with Wayne State University
   Contact: Dr. Sedley D. Hall, Program Director

CENTRAL MICHIGAN UNIVERSITY
Mount Pleasant, Michigan 48858

1. Special recruiting effort to get members of minority groups onto campus
2. Seminars and courses on teaching in inner-city schools for a few members of graduating classes which are taught by members of minority groups
3. Student teaching experiences in minority group schools where students work up to 8 weeks in inner-city school situations working under minority group educators and a large group of students observes in inner-city schools
4. Grant received from the State Department of Education to establish a Migrant Worker Education Center focusing on teacher and paraprofessional training, curriculum and resource development, and research and evaluation
   Contact: Curtis E. Nash, Dean, School of Education

KALAMAZOO COLLEGE
Kalamazoo, Michigan 49001

1. Course: Inner-City Education, required readings, and use of filmstrips
   Contact: Romeo Eldridge Phillips, Assistant Professor, Department of Education

MICHIGAN STATE UNIVERSITY
East Lansing, Michigan 48823

1. Operation Refuel--Relevant Experiences for Urban Educational Leaders in which participants serve on one of four instructional teams in a Lansing, Michigan, school, each team consisting of two Lansing teachers, one M.S.U. Professor, one or two graduate interns, and two to four student teachers, each responsible for the instruction of about 50 elementary students
   Contact: Dr. Donald J. Freeman, Director
2. Teacher Preparation for Inner-City Schools--Level I Program: Visitation/Observation in Inner-City Schools by all M.S.U. Education majors in which every one of the 3,500 prospective teachers enrolled in their beginning professional course spend one full day observing teaching and related programs in the inner-city; Level II Program: Tutorial and Volunteers for Children Program in which students spend one-half day each week for concentrated and individualized pupil tutorials, providing resources for pupils as teacher aides, and giving assistance to

classrooms for which their special talents and education are appropriate and students are placed in an inner-city school; Level III Program: Three-Month Study and Practice of Teaching in Flint Inner-City Schools with Major Focus on Junior High Levels having student placement with a cluster of student teachers per building in inner-city schools; students participate in a residency type experience for 3 months and in an individualized teacher preparation program with emphasis on identifying, analyzing, and helping to solve the problems of instruction in inner-city schools; major focus on junior high schools but students for the elementary and senior high schools will also be included; Level IV Program: Continuation of the Present Six-Month Program in the Inner-City Schools of Detroit having students in a 2-quarter experience and training in inner-city education and during junior or senior year, students study and learn in the inner-city environment for 6 months; Level V Program: Elementary Intern Program for Inner-City Schools in Flint in which students spend one and two-thirds years working in the Flint school system
Contact: College of Education

NORTHERN MICHIGAN UNIVERSITY
Marquette, Michigan 49855

1. Special section of general methods for the secondary school teachers who are student teaching in urban areas taught by a black instructor
2. Student teaching assignments for Indian students in the teacher education program in Indian areas of the Upper Peninsula of Michigan with special projects with students of Indian heritage
3. Programs and activities for black students such as the Martin Luther King Scholarship Fund, Black Resident Aide Program to determine programs which would aid black students living in the residence halls, on-campus and off-campus employment provided, black cultural activities, recruitment of black students, "Black Books" in the library, black students placed in student teaching stations in inner-city schools, black counselor added to the staff of the Counseling Center; black studies courses
Contact: Elmer J. Schacht, Head, Department of Education

OAKLAND UNIVERSITY
Rochester, Michigan 48063

1. Short Term Teacher Training Program - Elementary, for Teachers of Disadvantaged Students, in cooperation with the School District of Pontiac, a three-component program to allow flexibility in service to children, the school district, and in recruiting interns; first two components center in Pontiac's Human Resources Center; the primary teaching component involves nine interns and two team leaders with the goal of providing experience that will have emphasis on teaching the disadvantaged, on techniques in teaching reading, and on development of children through the first three grades; teaching experience provided in the Human Resources Center and classes through Oakland University; third component provides the necessary hours of education including student teaching to certify up to 30 elementary teachers
Contact: Dr. Roderic E. Righter, Director

SIENA HEIGHTS COLLEGE
Adrian, Michigan 49221

1. Focus on the problems of teaching the culturally different child and adolescent in methods courses, general course in educational psychology, and philosophy of education course; laboratory experiences prior to student teaching allow students to work as tutor or teacher aides in nearby schools with Mexican-American pupils
   Contact: Mrs. Lois Hendricks, Instructor, Education Department

UNIVERSITY OF MICHIGAN
Ann Arbor, Michigan 48104

1. The Program for Educational Opportunity to assist public school districts in planning for integrated quality education for all students, to assist school districts in adopting and implementing these plans, to give professional training to the people directly involved with the desegregation process, to disseminate information concerning effective ways of dealing with problems incident to desegregation, to provide workshops, curriculum materials, audio-visual materials, proposal writing, consultation, seminars, institutes, conferences, inservice education, and planning and implementation
   Contact: Charles Moody, Director
2. Opportunity Program in which admissions counselors visit area high school and community colleges to present information about the University giving students who need financial aid assistance through University scholarships and grants with a combination of federal assistance; undergraduate non-Michigan residents do not normally receive University-supported Opportunity Program funds; beyond freshman year, employment within the University is also an important part of the program; working with the Personnel Office's Administrative Intern Program, two or three interns work in programming, accounting, or housing placement; coordination and encouragement of black alumni participation to aid students finding summer jobs; provision of scholarship funding, especially for out-of-state minority students; career counseling
3. Establishment by regents of a goal of 10 percent black student enrollment by 1973-74 as well as substantially increased numbers of other minority and disadvantaged groups with commitment to increased funds for recruiting, counseling, and financial aid
4. Center for Afro-American and African Studies to provide programs of study and research for the black student as well as to other students interested in black culture, history, social issues, and development; offers a program whereby a student may enroll in African or Caribbean universities
5. The Coalition for the Use of Learning Skills to provide counseling, tutoring, reading and writing clinics, and study groups for about 60 percent of the "target" population of black and minority students; key to the entire program is the study group system; about 30 study groups for specific courses and sections meet for 2 hours a week
6. Goal of 20 percent minority faculty, staff, and students set by School of Education with increase in minority faculty and staff from 22 in 1969 to 64 in 1970, an increase of undergraduate students from 15 in 1969 to 58 in 1970, and an increase of graduate students to 179

7. Formation of an alliance with the Dearborn Campus and the business administration division in which interns are assigned to assist inner-city residents in the establishment and operation of business enterprises
8. A 6-week Pre-College Seminar for 11th and 12th grade students designed to uncover those with college potential and aid in motivational skills and encourage college attendance offered at Flint Campus which involves parents as well as participants
   Contact: School of Education
9. The Educational Day Care Consultation Program in which on-site training is provided for low-income and blue collar licensed day care mothers on bi-weekly basis in the day care mother's home by consultant trainees who have previously received training and experience as Teacher Assistants in pre-schools, day care centers, and early childhood programs; participants also receive on-going training, bi-weekly group meetings, workshops in art, music, and creative dramatics
   Contact: Mrs. Melinda W. Green, Director
10. The Preschool Program with training emphasis for persons working with the disadvantaged
    Contact: Jane Schwertfeger
11. The Urban Program in Education located in five all-black elementary schools in Detroit offering teacher training, New Careers, Child Development Consultant Training; a well staffed and well-equipped Resource Center in Detroit serves the five schools in the UPE Project
    Contact: Tony Milazzo
12. Urban teacher training program in the Western High School constellation in Detroit; School of Education funded teacher education program in predominantly Chicano and black community
    Contact: Richard Houston
13. Course: Urban Tutorial Experience which provides opportunities for working with elementary, junior high and high school students who are deficient in one or more areas; tutorial activity involves work with students on an individual basis or in small groups; opportunity for familiarization with problems that cause learning deficiencies; workshops and seminars; orientation workshop and regular meetings with advisors during both fall and winter terms
    Contact: Charles F. Keen, School of Education

MN--

BETHEL COLLEGE
Saint Paul, Minnesota 55101

1. Interim term course: Youth of the Inner City for students ranging from freshman to senior; teacher aide experiences in three elementary schools and one junior-senior high all located in or near the inner-city area of Saint Paul; morning sessions having aides in the schools each morning; afternoon sessions having aides spend the afternoon at Bethel listening to and talking with resource persons, sharing and discussing experiences in schools, sharing findings from current literature, viewing films and slides
   Contact: Department of Education

COLLEGE OF SAINT SCHOLASTICA
Duluth, Minnesota 55811

1. Course: The Disadvantaged Child which attempts to cover the areas of the black, Indian and the white students who are living in cultures other than the middle class white society
2. "Simulab" experiences in Duluth's Model City area for all students in teacher education
   Contact: Department of Education

COLLEGE OF SAINT TERESA
Winona, Minnesota 55987

1. Summer sessions: Ethnic Studies I: Afro-American; Ethnic Studies II: American Indian; Ethnic Studies III: Spanish American
   Contact: Ethnic Studies Department
2. Academic year: Latin American Studies with a program equivalent to a minor in this field; Slavic Studies with a program equivalent to a major in this field; Music of Black America; American Studies I, II, and III
   Contact: Ethnic Studies Department
3. American Indian Studies lasting for 10 weeks, an interdisciplinary course including such areas as history, cultural heritage, sociology, federal Indian law, Indian education, and the Indian in contemporary society; those taking the course for credit should have teaching experience or be college seniors majoring in elementary or secondary education; staff includes native Indians and Indian experts from the University of Minnesota under the direction of a Mohawk Indian
   Contact: Sister M. Lonan Reilly, Department of History
4. A semester in Urban Studies in a program conducted by Hamline University in Saint Paul spent by students
   Contact: Department of Education

COLLEGE OF SAINT THOMAS
Saint Paul, Minnesota 55101

1. Courses: Education of the Disadvantaged Child and Administration of Inner-City Schools
   Contact: Chet Oden, Education Department
2. Courses: Racism in America and Afro-American Literature
   Contact: for Afro-American Literature, Robert Lippert,
   English Department
   for Racism in America contact Sociology Department
3. Project Discovery for junior high school and grade school teachers in six inner-city schools in Saint Paul which attempts to retool the teachers for their special teaching of students who are "disadvantaged"
   Contact: Chet Oden, Director

CONCORDIA COLLEGE
Saint Paul, Minnesota 55104

1. Metropolitan Teacher Education Program Selection which hired a black coordinator for the program on a half-time basis and began recruiting students the summer of 1968 to contribute to the supply of minority group elementary teachers, particularly from the stand-point of providing opportunities to candidates who would otherwise not have such favorable junctures of circumstance; seven tutors use an individual approach, tutorial services under faculty auspices, group methods, home tutoring, and self help
   Contact: Luther Mueller, Director of Program Development

GUSTAVUS ADOLPHUS COLLEGE
Saint Peter, Minnesota 56082

1. Participation in an Urban Teacher Education Project at Mundelein College in Chicago through the CSCA Consortium
   Contact: Department of Education
2. Liberal arts courses: Racism in America, Southeast Asia, The Negro in America, Race and Ethnic Relations, Human Relations, Human Rights, and The Urban Church
   Contact: College of Liberal Arts

SAINT OLAF COLLEGE
Northfield, Minnesota 55057

1. American Minorities Program which provides opportunity for comparative study of the relations of blacks, Indians, Mexicans, and Puerto Ricans with the white community in the United States; cultural differences emphasized in seeking an explanation of difficulties in relations between racial minorities and the white majority; students encouraged to elect a Minorities Semester consisting of four courses; a concentration in minority studies in conjunction with a major in any of the participating disciplines may be earned by taking five courses dealing with the minorities included in the program; graduate interns from the University of Minnesota participate in teaching the courses
   Contact: Dr. Henry Fritz, Chairman, History Department
2. Interim course: Education in the Inner-City School, a cooperative program with the Minneapolis Public Schools in which participants live in Minneapolis and are assigned to a cooperating teacher in a target school and participate in extra-curricular activities, diversified observations, counseling and tutorial work, development of case studies
3. Interim courses: Black Families, a Multi-Media Study and The Urban Community (off campus)
4. Course: Leterature of the American Minorities
   Contact: Department of Education

UNIVERSITY OF MINNESOTA
Duluth, Minnesota 55812

1. Cooperative effort with TTT Project: Seminars Series on Intercultural and Interpersonal Education, a series of six seminars to examine current practices, especially those which may be perceived as dehumanizing, racist, or oppressive in character and to make specific plans for changes by the end of the school year; participants are invited members of the UMD and College of St. Scholastica faculties identified as key people in the decision-making processes related to instructional, curricular, and institutional policy operations; TTT Teacher Education Center Visitations in which a group of UMD student volunteers, all preservice teachers, travel to TTT Centers with two UMD faculty members; Human Relations Components in Teacher Education, in which Dean Crawford and various TTT personnel and others around the country will study the efforts being made by various programs, the instructional materials and practices in human relations education and will work to develop a model for training of preservice and inservice teachers
   Contact: Dr. Dean Crawford, Department of Secondary Education

WINONA STATE COLLEGE
Winona, Minnesota 55987

1. The Common Market Urban Student Teaching Program in which approximately 10 student teachers each year are assigned and supervised by a team of supervisors centered in Minneapolis and Saint Paul; provides an urban and inner-city experience; at present about two-thirds of the approximately 50 students assigned each quarter are placed in inner-city schools (five of the six Minnesota State Colleges send 10 students); video tapings of all student teachers; financial cost of the program shared by the five state colleges
   Contact: Mr. Mark Hokenson, 416 Rice Boulevard,
   Minneapolis, Minnesota
2. Learning Center to assist underachieving students; Center is staffed by several professionals, assisted by graduate students in the counseling program who use service in the Center as a practicum
   Contact: Dr. Leland McMillen, Department of Education

MS--

JACKSON STATE COLLEGE
Jackson, Mississippi 39217

1. Career Opportunity Project in cooperation with the Jackson Public Schools
   Contact: Amos W. Wright, Director
2. Teacher Corps for Hinds County, a joint team effort of school district, of college, and community representation, in which three elementary schools located in areas of high poverty are target schools where six teams of interns and team leaders engage in teaching and learning activities; teams, assigned two to a school, work directly with parents and pupils in the communities a portion of the school day with study

under the guidance of Jackson State College faculty; at the end of a 2-year tenure, interns and team leaders who are experienced teachers will emerge with a master's degree in early childhood education; preservice programs prepare the interns, team leaders, and experienced regular teachers to teach low income children; pivotal learning areas will be reading readiness and concept formation; in each school, the team teaching approach in an ungraded research and instructional setting will replace the self-contained classroom concept of one teacher teaching all subjects and performing all instructional tasks; intern's graduate training at the College will consist of learning competencies rather than courses; corps members will seek to implement two main programs to better relate the activities of the school to the home, these are Head Start at Home and Crossage Tutoring
   Contact: William Rush, Director

3. Adult Basic Education Program, an interdisciplinary inservice program for administrators, supervisors, and teachers in adult basic education, which leads to the degree of Master of Science in Education with special emphasis on adult basic education; based on the generally accepted curriculum throughout the United States for disadvantaged adults
   Contact: Kathryn J. Mosley, Director
4. Interdisciplinary projects such as the Developing Institutions with the State University of New York (Binghamton) and the Thirteen College Program and programs in the School of Liberal Studies
   Contact: School of Liberal Studies

MISSISSIPPI STATE COLLEGE FOR WOMEN
Columbus, Mississippi 39701

1. Graduate project in elementary education for upgrading teachers affected adversely by the reorganization of schools as a result of integration orders and/or decisions, which includes eleven black and four white persons; program follows the usual plan for master's degree candidates with the addition of a special non-credit course in "personal communication"--reading, writing, and speaking; more class meetings for the methods courses--social studies, science, language arts, and reading to allow time for remedial work; use of tutors
   Contact: Dr. Harvey Cromwell, Dean of the Graduate School

UNIVERSITY OF SOUTHERN MISSISSIPPI
Hattiesburg, Mississippi 39401

1. Teacher Corps
2. Program designed to train teachers to work with the Indians, to take native Indians and Caucasian teachers and help them to understand the history of the Indian culture and to give them the necessary training to work with bilingual children
   Contact: Eric M. Gunn, Dean, College of Education and Psychology

MO

WASHINGTON UNIVERSITY
St. Louis, Missouri 63130

1. Program in the area of training teachers of social studies
   Contact: Dr. David L. Colton, Director, Graduate Institute of Education

MT---

COLLEGE OF GREAT FALLS
Great Falls, Montana 59401

1. Program to prepare Indian women to serve as teacher aides in the schools of the Fort Belknap, Hayes, Lodgepole Indian reservations; participants take courses in elementary education under an Indian who has a position with the Montana State Department of Public Instruction; workshop in methods and course materials before the start of school; during the fall, the women work in the schools and enroll in a 3-hour methods course; in January they attend a second workshop, work in the schools, study a science course for elementary teachers, and work to collect and compile information that the Indians have about edible and medicinal plants, berries, and Indian knowledge about the weather, survival, the stars, and other aspects of nature; plans for the women to attend regular summer sessions on campus in the hope that some will continue studies until they receive their degrees
   Contact: Dr. Harold Morris, Chairman, Education Department

MONTANA STATE UNIVERSITY
Bozeman, Montana 59715

1. College of Education which works with the University to develop a program in Indian Studies
2. Undergraduate programs in Latin-American Studies and Asian Studies
   Contact: Earl N. Ringo, Dean, College of Education

NORTHERN MONTANA COLLEGE
Havre, Montana 59501

1. Cooperation with the Rocky Boy Reservation in an EPDA project providing college residence credit on the reservation to Indian teacher aides so they may work toward their B.S. degrees and teaching certificates
   Contact: Bert Corcoran, Superintendent, Rocky Boy School,
   Box Elder, Montana
2. Fort Belknap Head Start, a summer program with funds set aside to hire tutors and counsellors for the trainees, tutors and counselors preferably Indian students proficient in the areas in which the trainees need help, provision of a series of workshops for college credit to Head Start Aides and workshops coordinated with a full summer quarter
   Contact: Yolanda Denny, Fort Belknap Community Action
   Box 501, Harlem, Montana
3. Program under a Career Opportunity Grant offering college courses of a multicultural nature, including Story Telling, adapted to cultural material; English, the writing and editing of cultural stories; and History, the compiling of a Cree history
   Contact: Department of Education

ROCKY MOUNTAIN COLLEGE
Billings, Montana 59102

1. Indian Studies Center
   Contact: Department of Indian Studies

UNIVERSITY OF MONTANA
Missoula, Montana 59801

1. Upward Bound Program for students primarily of Indian background with a few Negroes
2. Head Start Supplementary Training Program for various non-Caucasian students
3. Black Studies Program
4. Indian Studies Program
   Contact: School of Education

NB

DOANE COLLEGE
Crete, Nebraska 68333

1. Participation in the Cooperative Urban Teacher Education Program: See Nebraska Wesleyan University for description and contact

HASTINGS COLLEGE
Hastings, Nebraska 68901

1. Course in the Urban School System in which sophomore students placed in various inner-city school systems for one full week of observation and participation; use of the downtown schools of Chicago and Omaha; course focuses on problems affecting the large metropolitan school system; course offered during a period of 4 weeks in mid-year interim term; during this time block students take no other course work; city school administrators from large metropolitan areas and other speakers with urban school problems for seminar discussions prior to the field trip
   Contact: Department of Education
2. Participation in the Cooperative Urban Teacher Education Program: See Nebraska Wesleyan University for description and contact

HIRAM SCOTT COLLEGE
Scottsbluff, Nebraska 69361

1. Participation in the Cooperative Urban Teacher Education Program: See Nebraska Wesleyan University for description and contact

NEBRASKA WESLEYAN UNIVERSITY
Lincoln, Nebraska 68504

1. Cooperative Urban Teacher Education Program in which students are sent to Omaha, Nebraska, for Urban Education in cooperation with the Omaha Public Schools; Semester Field Experience having orientation to educational problems of large, urban communities by cooperating public school personnel, visits to schools and homes in urban communities, conferences with personnel from public and private agencies concerned with problems of an urban society; contacts with disadvantaged children through classroom observation, playground supervision,

tutorial programs, community service schools, and community center activities, seminars coordinated with each of the field experiences to provide a basis for solutions to problems encountered; an extended period of full-day student teaching in an urban school; students receive a semester or term of credit from their home colleges; all students live in Omaha during the one-semester program with housing and board at Creighton University

Contact: Dr. Jim Swick, CUTE Program Director, Technical High School, 3219 Cuming Street, Omaha, Nebraska 68131

PERU STATE COLLEGE
Peru, Nebraska 68421

1. Head Start Supplementary Training Program
   Contact: Dr. Rex Shelley

WAYNE STATE COLLEGE
Wayne, Nebraska 68787

1. Participation in the Cooperative Urban Teacher Education Program: See Nebraska Wesleyan University for description and contact

AACTE member institutions in Nebraska participating in the Cooperative Urban Teacher Education Program (for description and contact see Nebraska Wesleyan University)

University of Nebraska at Lincoln
University of Nebraska at Omaha
Chadron State College
Kearney State College
College of Saint Mary
Concordia Teachers College
Creighton University
Dana College
Midland Lutheran College
Union College

NV--

UNIVERSITY OF NEVADA, LAS VEGAS
Las Vegas, Nevada 89109

1. Summer Educational Program for Southern Paiute Children in which children, grades 1-6, and mothers participate, maintaining residence in the college dormitory during the program; instructional component: parents directly involved in the classroom instruction focus on reading, mathematics, formal and informal recreational program; medical and dental component; Indians used in the planning of the program
   Contact: Dr. Thomas M. Cassese, Program Director
2. Teacher Corps Project, a 2-year graduate project with the Las Vegas and the Clark County School District, Inservice where corps members devote 60 percent of their time in the classroom serving in the Portal School

on teams under the supervision of a team leader; 10 hours per week devoted to community-based education programs designed to assist other target area schools, Spanish-Speaking students, and adults from the black and Spanish communities
    Contact: Dr. Holbert H. Hendrix, Director

3. New Careers Program
    Contact: Dr. John M. Vergiels
4. Head Start Supplementary Training Program which will average six semester credits per semester for a total of 12 semester credits; 8-week courses; those not having a high school diploma or its equivalent will enroll in either the Basic Education Program or the Adult Education Program of the Clark County School District; students may major in any of the many majors available at the University; internal evaluation is continuous, consisting primarily of the maintenance of a high degree of communication between participants
    Contact: Dr. Leonard W. Phillips, Project Manager
5. Upward Bound
    Contact: Mr. David Baker
6. Professional courses relating to the disadvantaged child and teachers of the disadvantaged child
    Contact: College of Education

NJ---

GLASSBORO STATE COLLEGE
Glassboro, New Jersey 08028

1. The Adult Education Resource Center operated in cooperation with the Office of Adult Basic Education, New Jersey State Department of Education and responsible for supervision and staff training of adult basic education programs in the seven southern counties of New Jersey; programs are designed to serve adults who are operating below the eighth grade level of achievement; instruction in English as a second language provided for adults whose language deficiencies affect their adjustment to life in the United States; three regional staff training sessions each year supplemented by individual sessions for local programs; training sessions feature information about the values and patterns of behavior of native born adult students who could be classified as disadvantaged members of society, the psychology of the adult learner who exists in the "culture of poverty" and the problems attendant upon the student's struggle for a place in the mainstream of society; study of the culture of the black man, the ghetto resident, and the migrant worker
    Contact: Dolores M. Harris

RUTGERS UNIVERSITY
New Brunswick, New Jersey 08903

1. Course: Laboratory Experiences in Education required in the Douglass College teacher preparation program principally for the junior year in which classes meet once per week for 3 weeks in September followed by 8 weekly visits for a half-day in the public school; three regular class periods follow the period of visitation; three feedback sessions held during the school observation period; period of visitation in the nature of a workshop; learning experiences as tutoring, teacher aide in study hall, lesson planning, teaching part or an entire period
    Contact: Professor James Olson

2. Career Opportunities Program which trains paraprofessionals who have a commitment to improving urban education; persons will not receive the baccalaureate degree but will have worked on a level either equal to or above the baccalaureate level
   Contact: Melvin M. Spencer, Senior Research Associate,
   Career Opportunities Program
3. Early Childhood Education which is designed to prepare personnel in the area of early childhood education at the master's level in an urban setting; field experience provided by the Bayard Street School using the pre-kindergarten, kindergarten, and first-grade classes
   Contact: Dr. Jane B. Raph, Professor of Education
4. Pre-student Teaching and Tutorial Arrangement which allows for maximum exposure to the realities of the classroom
   Contact: Dr. Florence Lee, Professor of Education, Douglass College
5. Supervised Psychological Services which help the New Brunswick School System's Family Learning Center to aid in the rehabilitation of students facing the problems of unwed motherhood
   Contact: Dr. Richard J. Comtois, Associate Professor of Education,
   Graduate School of Education
6. Program designed as a work-study approach to preparing liberal arts candidates for careers as teachers in inner-city schools in Newark and Plainfield
   Contact: Mr. Frank Steward, Director of Master's Program for
   Teachers in Secondary Education
7. Department of Vocational-Technical Education which prepares individuals for college teaching, research and administrative duties with emphasis on working in urban areas
   Contact: Dr. Carl Schaefer, Professor of Education
8. Internship Program for Teaching in Urban Secondary Schools in which cities of Newark and Plainfield serve as the work-study sites for the program; financially supported by the New Jersey Education Consor
   Contact: Frank Steward, Director of Master's Program for
   Teachers in Secondary Education
9. Experiment in Teacher Education, an individualized student teaching program designed to allow the student to prepare his own degree program depending on the needs the student identifies for himself; students enrolled in the class, Seminar in Afro-American Studies, as one step in heightening their awareness of all individuals
   Contact: Dr. James Wheeler, Professor of Education
10. The Seminars for Teachers requested by two school districts to create a new consciousness among the teaching staffs
   Contact: Dr. Samuel D. Proctor, Professor of Education
11. The School Psychology Program in the Graduate School of Education which uses a multicultural, urban, poverty area as a training location for doctoral students; students and faculty go into the schools to attempt to deal with the problems that are found
   Contact: Dr. Samuel D. Proctor, Professor of Education

UPSALA COLLEGE
East Orange, New Jersey 07019

1. Undergraduate internship arrangement with the elementary program under which the majority of the students work in schools with a high percentage of blacks; in the fall, students have mornings in the school

classrooms and afternoons in seminars on campus; in the spring, the students are in the classroom 4 days a week and 1 day in seminars on campus; secondary program includes field studies in East Orange schools

Contact: Dr. Frederick Hahn, Director of Elementary Education Program

2. Black Studies

Contact: Department of Education

NM---

THE UNIVERSITY OF NEW MEXICO
Albuquerque, New Mexico 87106

1. Adoption of a formal resolution stating "The Faculty designates the preparation of personnel for the multicultural educational institutions of our State and Region as a purpose of high priority among the goals of the College"
2. A Cultural Diversity Newsletter through which faculty members, students, and others of the College are invited to express their views and constructive ideas
3. Thorough assessment of College resources, current efforts, and plans for cultural diversity through surveys by each Academic Department, by each individual faculty member, and of each course offering
4. Extensive recruitment of minority students
5. Consideration of insurance in the College's program of a place for minority group members even if they do not meet admission criteria
6. The Cultural Awareness Center, a program of the College, which conducts sensitivity seminars as part of its services
7. Seminar in Linguistics and the Culturally Deprived Child
8. Bilingual Specialists Training Project
9. Navajo Social Studies Project which uses BIA, public and mission schools.
10. Early Childhood Education Specialists for Spanish-Speaking People of the Southwest
11. College English Tutorial Program in three areas: College English Tutorial, All-Indian English Tutorial, English as a Second Language
12. Reading Resources Network Center (Learning Materials Center, ERIC, CRIER, RRNC)
13. In-Service Education in Student Teaching Centers
14. Remedial Reading Services
15. Career Opportunity Program (Model City Areas - 75 percent Spanish-surnamed, 25 percent black), a 3-year program designed for completion of 2 years of college and AA Degree
16. Guadalajara Institute Follow-up
17. Workshops on counseling and testing the bicultural student
18. Classes in dietary problems of the disadvantaged
19. Albuquerque High School Spanish Project
20. Colombia, South America--Comprehensive High School Project
21. Chicano Studies Program
22. Latin American Program
23. Black Studies
24. Art Education which conducts classes in the Indian craft of weaving and a craft course for "new career" students in Model Cities

Contact: Dr. Richard L. Holemon, Department of Education

NY--

ADELPHI UNIVERSITY
Garden City, Long Island, New York 11530

1. Course: The Teacher in a Multicultural Society with participation and involvement in seminar discussions; reports on readings, areas discussed in seminar: one's own family background and relationship to the community; trips and special projects; use of films, tapes, guest speakers; course concerns itself with the cultural origin and life styles of the American Indian, Black American, Asian American, Hispanic American, and other cultural groups; topics of study include: Introduction to the Multicultural Society, Understanding of Generic Terms, Current Contributions of groups within and new immigrants to the Society, the Child, the Teacher, the School, Evaluating the Curriculum and the Total Educational Experience in Relationship to Life in a Multicultural Society, Outlook for the Future, and the Teacher in a Multicultural Society
   Contact: Cynthia Roffman, Chairman, Department of Education

LADYCLIFF COLLEGE
Highland Falls, New York 10928

1. Student teaching assignments in cooperation with the Newburgh School System where each student teacher is given a 7-week teaching experience in an inner-city school and a similar experience in a suburban school.
   Contact: Anthony Knipp, Superintendent of Schools in Newburgh, Newburgh, New York

THE UNIVERSITY OF ROCHESTER
Rochester, New York 14627

1. Southern Student Teacher Program in cooperation with the Monroe County Human Relations Commission and the Genesee Valley School Development Association in which an effort is made to involve undergraduate students from predominantly black southern colleges; student teaching experiences in local suburban schools surrounding Rochester, New York
   Contact: Edward Taylor, Department of Education

NC--

CAMPBELL COLLEGE
Buie's Creek, North Carolina 27506

1. Career Opportunities Program in cooperation with a local educational agency
   Contact: Willard S. Swiers, Professor, Department of Education

ELIZABETH CITY STATE UNIVERSITY
Elizabeth City, North Carolina 27909

1. Black Studies Program
2. Courses in the professional education sequence provide for at least one unit in each course which is concerned with problems of racial and ethnic minorities
   Contact: Department of Education

MARS HILL COLLEGE
Mars Hill, North Carolina 28754

1. On-Campus Tutoring in which the college admits students have not had sufficient schooling for college-level work, gives them regular college courses, and places them with academically strong student tutors; on-campus tutoring is directed by a reading specialist and concentrates in the areas of English and history
   Contact: Vesta Baugham, Director
2. Upward Bound in which work is done with area high school students termed "underachievers" who include low economic Appalachian whites, blacks, and Cherokee Indians; students are prepared for college through intensive summer programs of academic courses and recreational and cultural experiences and extensive tutorial and guidance help during the school year
   Contact: Dr. Vernon B. Chapman, Jr.
3. Child Development Training Center for which the College serves as the accreditation arm in Asheville for its 5-week course in learning to work with pre-school children; Center is primarily set up to train Head Start aides for southeastern United States and also trains college students for day care work
   Contact: Richard Rustay, Director
4. Off-Campus Tutorial Program which includes low economic Appalachian whites, blacks, and Cherokee Indians
   Contact: John M. Hough, Jr., Assistant Dean for Academic Affairs
5. Career Opportunities Program in which the College serves as the education and accreditation center for a teacher training program for people from low-income areas; trainees attend Mars Hill's summer sessions and take college courses during fall and spring semesters while employed as teachers aides in public schools; receive bachelor's degree and teacher certification; program in cooperation with Buncombe County Schools and Madison County Schools
   Contact: G. Worth Booth, Program Director
6. Community Development Institute to develop and expand both the service-learning concept and the college involvement in the life of the region; Program Development among programs being studied by institute staff are an urban campus for paraprofessional education, an educational and social program in state prison camps and child development centers in a three-county area; Program and Field Coordination components
   Contact: David Halferty, Program Coordination
7. Independent field studies
   Contact: Department of Education
8. Summer Resource Development Program in which students work on public service projects; summer interns are required to take part in seminars and workshops and to file written reports of their projects, supervised by faculty advisors and agency personnel; students receive stipends and academic credit
   Contact: Dr. Richard Hoffman, Vice President for Academic Affairs
9. Tutor Corps where students tutor elementary pupils in urban and rural schools; tutoring experience required for all sophomore education majors and required seminar, The Disadvantaged Child
   Contact: Dr. John M. Hough, Jr., Director
10. Student Volunteer Corps, a placement service for students who desire some form of community involvement
    Contact: Department of Education
11. Learning Experiences Abroad including Puerto Rico, East and West Germany
    Contact: Department of Education

WESTERN CAROLINA UNIVERSITY
Cullowhee, North Carolina 28723

1. Students sent to American schools in Colombia; students sent to do practice teaching in Barranquilla and Cartagena and practice teaching in Guatemala and during Summer, 1971 three inservice teachers will study under a special grant in Tangiers, North Africa; study in England
   Contact: School of Education

ND---

MINOT STATE COLLEGE
Minot, North Dakota 58701

1. Courses: The American Indian in U.S. History, History of the Black Man in America, American Minorities, American Indian Culture
2. Planning and implementation of workshops on teaching Indians for local school districts
   Contact: Kasper C. Marking, Dean of the College

THE UNIVERSITY OF NORTH DAKOTA
Grand Forks, North Dakota 58201

1. North Dakota Indian Teacher-Aide Program in which Indians as teacher-aides in Indian communities, pursue, on a full-time basis, a college education and teacher certification, maintain family commitments and community ties on the reservation, and continue to have a significant involvement with children in an elementary school setting; prior to employment as teacher aides in the several local communities, participants come to the New School of Behavioral Studies in Education at the University for a 2-week intensive training program; workshops for teachers; workshops for parents; evaluation and use of informal inventories
   Contact: Warren Strandberg, Program Coordinator
2. Indian Teacher Corps (Northern Plains) with Black Hills State College to help strengthen the educational opportunities for children in areas having concentrations of low-income families; 2-year internship provides sequential experiences in university course work, community involvement, elementary school teaching, and team participation; interns receive a bachelor's degree in education and meet the requirements for teacher certification in North Dakota and South Dakota; corps-members supplement existing staff and services, participate in tutoring small group instruction, team instruction, and eventually the range of full teacher responsibilities; program designed to provide the junior and senior years of college training; junior and senior years divided into four periods of study and work; the initial summer spent in study on the college campus and on the reservation; the first school year is spent in the local community working with several other interns, a team leader, and the local school faculty and school community; study on campus for the second summer; regular school year is spent working and learning in the local community; interns participate in problem-oriented seminars related to community involvement and also serve as volunteers in various community projects; all interns receive orientation to reservations and Indian culture during an

intensive summer program to be held on Standing Rock Reservation and both campuses; teacher corp teams are composed of five to six interns working with a team leader who is an experienced teacher; team approach provides supervision, encourages training for new teaching roles, offers peer support and fosters a sense of community commitment; cooperative planning and evaluation of self and other team members as important aspects of on-the-job training; focus on the elementary level

Contact: Donald K. Lemon, Director

3. Upward Bound, a project for youth who have not had an opportunity for full academic and personal development; projects approach to learning utilized informal classes, self-respectability; student interest and freedom of expression; 50 percent of the participants are Indians; group and individual counseling; students live on UND campus for an 8-week training summer session

   Contact: Duane Lawrence, Director
4. Head Start training of personnel, particularly teacher aides who staff the four year-round Head Start Child Development Centers in North Dakota; UND has designed, within the framework of University requirements, a curriculum in early childhood education leading to an associate of arts degree; half of the coursework is taken in the local community through the UND Division of Continuing Education and on the UND campus during summer sessions; program designed for staff members who are part of the poverty community and have or have had dependents enrolled in the Head Start Center; project centers around the concept of career ladders; through education and training Head Start employees improve their status within the project

   Contact: Maurice Lucas, Assistant Professor of Education
5. Follow Through program at Fort Yates
6. Career Opportunities Program

   Contact: Warren Strandberg, Program Coordinator

OH--

BALDWIN-WALLACE COLLEGE
Berea, Ohio 44017

1. Introduction to elementary teaching class in an elementary school located in inner-city Cleveland

   Contact: Division of Education

BLUFFTON COLLEGE
Bluffton, Ohio 45817

1. Colombian Seminar in which students: are exposed for 9 weeks to the culture of Colombia, South America; during the first 6 weeks students study at the University in Bogota; during the last 3 weeks each student is given a work assignment entailing Peace Corps type activities
2. Cincinnati Seminar in which students live and work in the ghettos of Cincinnati and study various cultures: black, poor, Appalachia, etc., as well as work in various assignments such as working with children in a receiving home, teaching in a day-care center, counseling on job training, directing recreation at a day camp, supervising city children on nature trips
3. Courses: Russia and East Europe, Latin America, Africa, Middle East, Afro-American Studies

   Contact: N. Emerson Miller, Director of Teacher Education

BOWLING GREEN STATE UNIVERSITY
Bowling Green, Ohio 43402

1. Project Interaction, cooperative effort between the University and the Toledo School System to improve the quality of educational experience for their respective students; participants enroll as a group in special sections of the senior education block courses required of all education majors; volunteers spend one-half of each quarter in the public school system acting as teacher assistants and investigating all aspects of the school system from school board meetings to student council, from student counseling to teacher hiring and evaluation, and from school financing to school philosophy; while on campus, participants attend regular classes modified through team teaching efforts and flexible grouping practices which allow frequent and informal interactions between students and instructors; supplemental activities such as sensitivity training sessions, small group discussions with the cooperating principals and personnel from Toledo, panel discussions with high school students and with teacher union representatives; all participants spend some time in elementary, junior high, and senior high schools in both the inner-city and the suburban areas; at least 2 half-days of the off-campus activities are spent on investigations in other than the participant's base school; continuous evaluation by all participants; students each quarter operate an evaluation and suggestions committee and conduct weekly written evaluations of their various experiences plus extensive quarterly evaluations by all participants; eight members on instructional staff
   Contact: Dr. Ronald N. Marso, Director, Department of Education
2. Methods Experience Project in which junior elementary education majors are required to participate in the teaching process 3 days a week in the elementary schools of Toledo, Ohio; the other 2 days are spent on campus in seminars devoted to methods of teaching, inner-city schools and schools having a large proportion of Mexican-American students are involved
   Contact: Dr. Lucille Hagman, Department of Education
3. Summer Workshop for Teachers of Migrant Children, sponsored by the College of Education and the Ohio State Department of Education, will accommodate about 70 teachers during 1971
   Contact: Dr. John Toscano, Department of Education
4. Northern Ohio Regional Offices for Head Start housed at the University
   Contact: Doris Williams, Special Projects
5. Summer Institute for the Teachers of the Disadvantaged, a federally sponsored program
   Contact: Dr. Ray Endres, College of Continuing Education

KENT STATE UNIVERSITY
Kent, Ohio 44240

1. Teacher Education relating to the Disadvantaged (TED) Project; seminars, The Impact of Extra-School Forces upon America's Poor and Compensatory Education Programs and Community Services; a practicum, A Clinical Experience in an Inner City School and Community; sociology, psychology, and methods courses adapted for pertinence to disadvantaged children; program open to those preparing in all teaching fields; work with

students, teachers, principals, parents, community workers and others in schools and a variety of neighborhood settings; work with schools and personnel of 10 cities; varied practicum experiences; involvement with a community with rural characteristics or a suburban community or urban community; tutoring and work in a community program that emphasizes learning via recreational activities and visits to places of civic, cultural, and educational interest; weekly forums
Contact: Edward R. Braxton, Director

2. Focus on Inner City Social Studies (FICSS) whose participating school systems are Youngstown Public Schools (fiscal agent and recipient of the grant), Akron Public Schools, Canton Public Schools, Mansfield Public Schools, and the Youngstown Diocesan Schools is to develop a social studies curriculum designed for inner-city children grades K-12; characterized by a study of relevant social problems and current issues; to identify the problems faced by the residents of the inner city and to incorporate into a curriculum design systematic instruction which would increasingly enable the pupils to understand and modify those forces which affect their lives; material presented within the context of a unit strategy which employs classroom committees for the exposition of the basic content
Contact: Melvin Arnoff, Director

MIAMI UNIVERSITY
Oxford, Ohio 45056

1. Miami University Teacher-Aide Program in which the Cincinnati Public Schools and the University select inner-city students of low-income families who are in their junior year of high school for a program of part-time college classes combined with service as teacher aides in classrooms in the Cincinnati Public Schools; to provide a means for upward mobility for inner-city students terminating in a baccalaureate degree and professional teaching positions and, at the same time, to prepare them on site in the inner-city to become teachers capable of reducing the gap in quality between public school instruction and instruction in classrooms elsewhere
Contact: C. Neale Bogner, Dean, School of Education

OBERLIN COLLEGE
Oberlin, Ohio 44074

1. Intensive practical training in the summer taken by M.A.T. candidates in secondary education (preceding a year of combined teaching and study) in which some have worked with pupils from ghetto junior high schools; some of the M.A.T. students then go on to do a semester's full-time internship in ghetto schools serving black and Puerto Rican pupils
2. Special Opportunity Program to help secondary school students realize their potentials, utilize them, and hopefully enter college; the Saturday Academy is an academic year follow-up (of in-residence summer enrichment programs in education) based on the philosophy that given a student working in an area of interest, different subject areas of education can be brought into play; the Saturday Academy attempts to motivate the student so that improvement in secondary school will be realized and maintained; program draws directly upon the faculty

and students at Oberlin to provide the interested student with information and guidance in pursuing individual study and research projects; subjective and objective information evaluation

Contact: Leroy Ervin, Jr., Coordinator of Educational Services, Peters Hall

OHIO STATE UNIVERSITY
Columbus, Ohio 43210

1. English Education Inner-City Program in which teachers, students, and children from diverse socio-economic and racial backgrounds are brought together; a 2-year program with teachers from three local junior high schools who agreed to enter into graduate programs in English education and to work with two students from the College over a 2-year period; students work with teachers in the schools in the morning and attend workshops on campus in the afternoons and evenings; special programs designed for the students; a special course in sociolinguistics, a guidance dimension; Teaching Literature in the Secondary School, Adolescent Literature, a course dealing with the study of films, motion picture production, photography, and the use of non-verbal media in the classroom; evening seminars featuring speakers from the black community; extra-school involvement with children and parents in community settings; courses, Teaching Grammar and Composition in Secondary School and Linguistic Materials for the Secondary School

   Contact: Donald R. Bateman, Program Director
2. New Careers in Early Childhood Education, a 2-year program initiated in the fall of 1969; three major components: sustained experience in day care centers, formal classroom work selected from the early childhood education curricula and regular university requirements such as English, mathematics, history, political science, and philosophy; upon completion teachers will be placed in pre-kindergarten classes; participants are required to pursue work toward a baccalaureate degree

   Contact: Hazel Leler, Program Director
3. Education Professions Development Trade and Industrial Education, a project designed to prepare trade and industrial education teachers; successful participants complete the requirement for the Provisional Certificate in 2 years instead of the present 4-year program and are also eligible for college credit; a preservice institute constitutes the first phase of the program consisting of studies in principles of trade and industrial education, lesson plan development, methods of instruction, organization of the local school system, use and development of audio-visual aids, case studies on discipline, motivation of the learner, practice teaching with and without closed circuit television; field trips to local vocational centers; during the first year of the inservice phase of the program, the beginning teacher is visited by the teacher educator for individual assistance bi-weekly; participants are required to attend a seminar held each month and participate in a 2-week institute at the completion of the first year of teaching; during the second year of teaching, participants must complete 6 quarter-hours of college credit in approved vocational trade and industrial educational courses

   Contact: James Provost, Program Director

4. Science and Mathematics--Teacher Education Project which is directed at the preparation of teachers who can positively implement sought after educational objectives in widely differing environmental circumstances; components include pre-professional observations and participation; the junior and senior year (first quarter) are directed toward the accumulation of specified experiences; observation in areas including counseling, attendance, the main office, also functioning in class activities such as assisting with laboratories, taking attendance, having responsibility for a given lesson; the pre-professional is expected to have some one-to-one and group experiences with students provided through interviews and/or tutoring; student teaching in inner-city and outer-city schools with a primary assignment (two classes) in one school and a secondary assignment in the other school (one class); courses omitted and restructured to accommodate more independent study; major emphasis placed on the development and testing of instructional sequences by all pre-professionals in the program with increased attention given to microteaching and evaluation of instruction; evaluation done with the cooperation of the Colombus Public Schools
   Contact: Robert Howe, Program Director

OTTERBEIN COLLEGE
Westerville, Ohio 43081

1. Course: Education in the Black Culture taught by a junior high school principal from a Columbus school with a high percentage of black students
   Contact: Department of Education
2. Program at McCurdy Schools, Espanola, New Mexico to give students an opportunity to study and work with Spanish-Americans; students serve as teacher aides while they gather data for their studies
   Contact: Chester L. Addington, Chairman, Education Department

SAINT JOHN COLLEGE OF CLEVELAND
Cleveland, Ohio 44114

1. Sophomore student teacher aide program in which students taking child development spend one 3-hour period a week acting as teacher-aides in inner-city schools
2. Courses: American Racial and Cultural Minorities; Graduate Course: Educational Strategies in the Teaching of Black Culture, and Catechesis of the Urban Child
   Contact: Division of Education

THE UNIVERSITY OF AKRON
Akron, Ohio 44303

1. A special program in problems in education involving black and white dialogue as it relates to improving institutional offerings
2. Independent Study designed to give teacher aide experiences to prospective elementary teachers by permitting them to act as assistants to classroom teachers; 7-1/2 hours per week for 10 weeks
3. Schumacher Project designed to give prospective elementary teachers an in depth study of inner-city schools lasting 10 to 20 hours per week for 10 weeks

4. Central-Hower Project designed to give secondary students an in depth experience in inner-city teaching; 3 hours minimum per week
   Contact: Caesar A. Carrino, Assistant to the Dean

UNIVERSITY OF TOLEDO
Toledo, Ohio 43606

1. Upward Bound
   Contact: DeWitt Davison, Director
2. Toledo Teacher Corps, a 2-year program jointly sponsored by the University of Toledo and the Toledo Public Schools which aims to take teacher education away from the University campus and into the urban communities and aims to train undergraduate elementary teachers of high quality, sensitive to the unique educational problems of children living in urban communities; program began with an 8-week preservice session during summer, 1969, when interns (juniors) and team leaders (master teachers) participated in elementary summer school observation, teaching and work with community recreational agencies; seminars and sensitivity training; inservice program in which interns teach within a team for one-half day 5 days per week with the remainder of the time spent working in the community; attendance of a professional education seminar twice a week taught by a team of university faculty; university faculty meet regularly with team leaders and teachers for seminars and visitations to model team teaching and urban education programs; supervision and evaluation of interns conducted jointly by team leaders, teachers, and university personnel; video-taping of model teachers and interns is emphasized; during the second summer, interns fulfill liberal arts requirements and continue involvement with the school community; during the second inservice year interns assume greater teaching responsibilities
   Contact: Dr. Sam J. Yarger, Director

WITTENBERG UNIVERSITY
Springfield, Ohio 45501

1. Student teaching in International Schools in Europe, Africa, Japan, and Australia
2. Student teaching at the American Foundation Schools in Mexico City and Monterrey, Mexico
   Contact: Lloyd B. Ray, Assistant Professor of Education
3. Course in teaching the disadvantaged
4. Field experience in ghetto schools in connection with Educational Psychology, Teaching Language Arts, Teaching Social Studies and Science, Teaching Reading, and Teaching Mathematics for students
5. Two kindergarten courses which are almost totally field oriented in the ghetto; students make home visits, etc.
   Contact: Department of Education

YOUNGSTOWN STATE UNIVERSITY
Youngstown, Ohio 44503

1. Inner-City Teacher Education Program which incorporates community and university agencies in a teacher recruitment and training program for

disadvantaged adults; principal objective is to recruit a group of mature high school graduates, to motivate them to begin and complete an undergraduate program, and to initiate a teacher preparation program designed to produce effective teachers for inner-city schools; all participants enter the regular academic program with liberal arts study and modified professional education courses; daily 2-hour meetings between the Project Director and the participants with stress on interracial confrontations, interpersonal relations, leadership training, and problem solving; group and individual counseling; participants tutor, given instruction in working with certain pupils in the community schools on a one-to-one basis; field trips and cross-cultural experiences; seminars by faculty and members of the local community; summer program includes the above and contact with voluntary social agencies where students spend one-half day per week as volunteers during the school year; during the regular academic year students work as teacher's aides in the schools

Contact: School of Education

OK--

NORTHEASTERN STATE COLLEGE
Tahlequah, Oklahoma

1. Cherokee Bilingual Education Program, a 5-year plan to introduce bilingual instruction into four elementary school centers, in which the schools (pilot) serve Cherokee Indian students who reside in a low-income rural environment where the dominant language is Cherokee
   Contact: Dr. Major L. McClure, Chairman, Division of Education and Psychology

OKLAHOMA CHRISTIAN COLLEGE
Oklahoma City, Oklahoma 73111

1. Participation in Cooperative Urban Teacher Education program for multi-cultural training of teachers
   Contact: Dr. Grant Clothier, Mid-Continent Regional Educational Laboratory, Kansas City, Missouri

OKLAHOMA STATE UNIVERSITY
Stillwater, Oklahoma 74074

1. Two studies: "Effects of a Supplemental Science Program on Existing Curricula, Considering Various School Types, and Students with Varying Socio-Economic and Ethnic Backgrounds," and "Cognitive Styles in Indian Children"
   Contact: Thomas Johnsten, Associate Professor of Education

ORAL ROBERTS UNIVERSITY
Tulsa, Oklahoma 74105

1. Course: Race and Minority Relations
2. Courses available during mini-semester each academic year; for example, course in Minority Literature
   Contact: Dr. Mauldin A. Ray, Chairman, Department of Education

EASTERN OREGON COLLEGE
La Grande, Oregon 97850

1. Master of Arts in Teaching program for prospective teachers of migrant children; participation in inservice training, conferences, formal and informal seminars; students serve as part-time instructors in special classes; field experiences; students visit and study migrant communities across the state; some students live under migrant camp conditions; courses include Language, Culture, and Linguistics; Latin American Culture; Society and Culture; Education of the Disadvantaged
2. Indian Education Institute to provide special services for disadvantaged and minority students of college potential who might otherwise not succeed in higher education, particularly the American Indians
3. Intercultural Institute at Morelia Michoacan, a 7-week program in basic Spanish courses with the rest of the study time devoted to a seminar designed to students' own interests either in English or Spanish; most instruction in Spanish by Mexican instructors; all students are boarded with Mexican families; field trips, cultural and recreational activities
   Contact: Theodore C. Brown, Director, Migrant Program

LEWIS AND CLARK COLLEGE
Portland, Oregon 97219

1. Course: The Social Foundations of Education, has multicultural component: study of "culturally deprived," "culturally disadvantaged," and "culturally different,"
   Contact: David E. Washburn

OREGON STATE UNIVERSITY
Corvallis, Oregon 97331

1. Upward Bound, three 8-week summer sessions and two academic years in high school with regular staff follow-up; students required to work 4 hours each week; tutoring and medical and dental care
   Contact: 318 Waldo Hall, Oregon State University
2. Portland Urban Teacher Education Project, now in its second year, which recruits, trains, and certifies adults to teach in urban schools with significant numbers of students from minority cultures; about 75 percent of the present training group is black; internships in middle and elementary schools; training program provides for four quarters of course work and internship which consists of individualized training experience which constitutes about two-thirds of a full teaching schedule; training team holds joint appointments at Oregon State University; successful completion of the program will qualify participants for the Basic Secondary Oregon Teaching Credential; each intern becomes a staff member of the school and is under the direct supervision of a certificated teacher with support of a visiting supervision specialist and a resident counselor
   Contact: Carvel Wood, School of Education
3. Urban and Rural-Migrant Teacher Corps to help strengthen the educational opportunities for children in areas having concentrations of low-income families; 2-year internship; interns participate in problem oriented seminars related to community development and intern in community agencies; interns serve as volunteers in community agencies and

projects; all interns receive orientation to urban as well as rural-migrant problems during a summer program held in local districts; corps members supplement existing staff and services, participate in tutoring small group instruction, team instruction, and eventually the full range of teacher responsibilities; teams are composed of five to eight interns working with a team leader who is an experienced teacher; cooperative planning and evaluation of self and other team members are important aspects of on-the-job training; academic program: Module I "Community and Cultures," Module II "Experience Building." Module III "Interim Summer On-Campus," Module IV "Process Development," learning experiences interrelate discipline areas, teaching skills, research, and practicum; during the school year, all university courses are held in the local school districts

Contact: Teacher Corps, 202 Education Hall, Oregon State University

UNIVERSITY OF OREGON
Eugene, Oregon 97403

1. Teacher Corps Corrections Program in which interns and team leaders trained for careers in teaching and corrections; 75 percent of the junior level students are from populations under-represented in the teaching and corrections professions; interns have three summer sessions of training on the University campus and 2 years of supervised experience in the field, 1 year of the field experience is spent in a public school, the other in a correctional institution
   Contact: Dr. Stanley N. Cohen, College of Education
2. Tongue Point Job Corps Center Summer Program for Staff, Public School Teachers, and Experienced Teacher Fellows consisting of two 4-week sessions, the first 4 weeks: Seminar, Poverty Environments and Learning Problems and Practicum: Supervised Experience in Teaching Poverty and Minority Group Pupils; the second 4 weeks: Seminar, Adjustment Problems Related to Poverty and Minority Groups and Practicum: Supervised Counseling with Poverty and Minority Group Students
   Contact: Dr. John W. Loughary, College of Education
   Loughary, College of Education

PA--

CALIFORNIA STATE COLLEGE
California, Pennsylvania 15419

1. Mini-course: Workshop for Disseminating Educational Information to Disadvantaged Students to give college credit to students for non-academic course work which will result in establishing an Educational Information Center for disseminating to black high school students the available educational opportunities at California State College and to offset the presently existing racial imbalance at the College
2. Course: Implications of Black Thought for Inner-City Teaching, a 5-week reading course
   Contact: Pritchy Smith, Professor, Department of Educational Foundations

CLARION STATE COLLEGE
Clarion, Pennsylvania 16214

1. Indian Studies Program, in cooperation with Slippery Rock State College, which is primarily for teachers of secondary social science and history and consists of three phases: phase one--students are enrolled in the course entitled Main Currents in Indian Studies; phase two--a 7-week series of seminars, tours, and discussions which will take place in India this summer; phase three--next fall will consist of a graduate course in education designed to help the students implement what they learned in phases one and two into the high school curriculum
   Contact: Dr. Mohammad Khan, History Department

DUQUESNE UNIVERSITY
Pittsburgh, Pennsylvania 15219

1. The Human Relations Education Department of the Pittsburgh Catholic Schools in cooperation with Duquesne University's School of Education and the Diocesan Urban Task Force who offer a 2-week Institute for diocesan school teachers, supervisors, and administrators called Introduction to Multi-Ethnic Studies in the Classroom; the Institute explores basic concepts and methods and materials of multi-ethnic studies
   Contact: Helen M. Kleyle, Dean, School of Education
2. Courses: Afro-American Literature: Civil War to Present, The Afro-American and the American Political Structure, Minorities, Race Relations Seminar, Inner City and the Ghetto
   Contact: College of Arts and Sciences

EAST STROUDSBURG STATE COLLEGE
East Stroudsburg, Pennsylvania 18301

1. Course: Urban Education and an area of concentration in this field for elementary education majors
2. Recruitment of black students and faculty
   Contact: Dr. James A. Reed, Dean, School of Education

LEHIGH UNIVERSITY
Bethlehem, Pennsylvania 18015

1. Cooperative program with the Inter-American University of Puerto Rico to develop the IAU curriculum for teacher education including the graduate programs for administrators and counselors to train selected IAU faculty to the level of Ed.D., and to build IAU's research and service functions to the Island's public and private schools
   Contact: School of Education

MILLERSVILLE STATE COLLEGE
Millersville, Pennsylvania 17551

1. Inservice program in elementary conversational Spanish for teachers and administrators in the Lancaster City School District whose population includes a substantial number of Puerto Rican children and youth who do not speak English
   Contact: Mrs. Beatrice Killough, Associate Prof., Foreign Languages

TEMPLE UNIVERSITY
Philadelphia, Pennsylvania 19122

1. Intern Teaching Program for College Graduates, a 2- to 3-year program each summer and throughout the year for nationally recruited liberal arts graduates who, after a summer of intensive preparation are placed in schools as beginning secondary school teachers; supervised by University professors or school system supervisors while taking individually designed course sequences toward their master's degree
   Contact: Professor H. Bernard Miller, College of Education
2. Junior High Mathematics Intern Program which focuses on the preparation of inner-city junior high mathematics teachers; interns placed in inner-city schools as beginning teachers after a summer of University course work; students take the liberal arts sequence in mathematics and professional education courses and practica
   Contact: Dr. J. Paul Moulton
3. Teacher Corps, a 2-year program for college graduates to prepare them in community work and academic content for teaching positions in urban elementary schools; being phased into a University funded Elementary Intern Program
   Contact: Charles Marshall
4. Elementary Intern Program, a 2- to 3-year graduate program to prepare nationally recruited liberal arts graduates for teaching positions in urban elementary schools; interns recruited and placed as beginning teachers in Philadelphia inner-city schools under extensive University supervision while completing degree and certification requirements
   Contact: Dr. Donald Ladue
5. Guidance and Counseling Internship Program to improve the preparation of elementary school counselors; following a summer training program, 18 elementary school counseling interns placed in Philadelphia schools; supervision is the joint responsibility of the University and School District
   Contact: Dr. James Adams
6. School Psychology Practicum and Internship, a 2-year program resulting in a master's degree; students placed in suburban and inner-city schools and function with a case load; students supervised by University staff
   Contact: Dr. Gilbert Gredler

   Programs 1-6 are Graduate Intern Programs which place college graduates in schools with a beginning teacher's salary while they are taking an intensive summer and academic year program towards certification and a graduate degree
7. Career Opportunities Program in which participants include both auxiliaries presently employed by the School District and persons new to the field of education who are recruited from low-income Model Cities areas; provides the mechanism for advancement from one job level to another, contingent upon successful completion of formal course training and practical experience for college credit; the work-study approach is the focus for the training and development of instructional aides and the professional and administrative staff persons to whom they are assigned; introduction of a career lattice/ladder system which encourages and facilitates vertical, lateral, and diagonal mobility to other paraprofessional and professional jobs within the School District; program serves children in pre-kindergarten through grade three in schools located in areas with high concentrations of low-income

families; individualized instruction, greater community participation and involvement, utilization of auxiliary staff to supplement the teacher-learning process; counseling and tutorial assistance; three major segments: orientation, work-study, and inservice
Contact: Gerald M. Knowles, Associate Professor, Early Childhood Education

8. Elementary Program for Inner-City Teachers in which all instruction in content, method, and psychology is combined with practicum and observation offered in inner-city schools; no instruction at the University; program located in nine elementary schools
Contact: Dr. Robert Mahar

9. Veterans in Public Service in which participants are assigned to 10 inner-city schools in teams of 2, 3, or 4; the cooperating classroom teachers and school specialists assume the responsibility for in-school supervision; in-school program consists of tutorial work, initially on a one-to-one basis which grows to small group instruction, large group instruction and full class instruction; men encouraged to work with community people in a non-school setting
Contact: William C. Williams, Director

10. Project for Improved Reading and Language Teaching which focuses on concentrating reading and language arts teaching in classrooms; parents from the community who currently have children in the schools are hired on a part-time basis to aid participating teachers in their classrooms and to receive training to enable them to conduct community meetings to explain to parents the reading and program being conducted in the schools
Contact: Dr. Howard Blake

11. Triple T which focuses on the training of teachers of teachers and requires placement of interns in elementary and secondary inner-city schools; content focus on reading and mathematics
Contact: Dr. Jesse Rudnick

12. 4 C Program--Early Childhood Education, a state funded program to upgrade the education of teachers and aides in Philadelphia's various Early Childhood programs with special and regular courses offered in four levels of instruction
Contact: Dr. Lois Macomber

13. Fairhill School Project, an experimental program in which juniors and seniors take courses in the entire University and a practicum taught at the elementary school; instruction is also open to the teachers and community personnel at Fairhill and is an attempt to combine formal instruction with community work and preservice with inservice education
Contact: Dr. Evan Sorber

14. Philadelphia-Temple Cooperative Program for Training Resource Room Teachers, resource room training centers established in three Philadelphia elementary schools; two resource rooms and a training room replaced special classes for pupils homogeneously grouped as either educable mentally retarded or emotionally disturbed; resource rooms staffed by certified special education teachers, and the training rooms are under the direction of Temple University supervisors; students who are in a certification program leading to a master's degree in education observe and practice-teach in the training rooms, resource rooms, and regular classrooms
Contact: Dr. Richard Iano

15. Bilingual Institute for Teachers of Spanish Origin to prepare native Spanish-speaking persons to become provisionally certified teachers; an 8-week summer institute with University course work during the academic year

    Contact: Dr. Evan Sorber

16. National Science Foundation Institute at which 20 teachers from throughout the United States and several underdeveloped nations receive 12 months of instruction and practicum in inner-city schools

    Contact: Dr. Frank Sutman

17. Educational Psychology, a required 2-semester sequence stressing individual and small group tutoring in community agencies and city schools; majority of the students placed in inner-city schools; wherever possible, students return to the same school to complete methods instruction and/or student teaching

    Contact: Paul W. Eberman, Dean, College of Education

18. Portal Schools which are operated by agreement between the School System, the Philadelphia Federation of Teachers, Temple University, and local school-community leaders; Portal Schools were created as a strategy of concentration to identify those school buildings in which many of the above programs were functioning; they are located in the four city school districts surrounding Temple; programs in each school usually are: student tutors, participants in Elementary Program for Inner-City Teachers, student teaching, graduate interns, and a variety of inservice graduate courses

    Contact: Paul W. Eberman, Dean, College of Education

UNIVERSITY OF PENNSYLVANIA
Philadelphia, Pennsylvania 19104

1. New Graduate Secondary Teacher Preparation Program, during the first phase of which students are involved in a coordinated course sequence in which close relationships are built between the University and clinical experiences; students select the kinds of experiences that appear best to meet their individual needs from a series of flexibly scheduled cycles of mini-courses organized around a concept known in media programming as the "Magazine Format"; clinical experiences designed to provide students with the opportunity to apply theoretical concepts in actual school situations; each University cycle followed by a practicum cycle in the field repeated several times during the course of each term; as part of the University experiences, students asked to develop projects to be carried out in the centers during the practicum experiences; during the second phase of the program, students enter full-time intern teaching assignments as regular members of the faculties or selected urban and suburban schools designated as University of Pennsylvania teacher preparation centers

    Contact: Earl J. Ball III, Assistant Director of Student Teaching

UNIVERSITY OF SCRANTON
Scranton, Pennsylvania 18510

1. Course in Black Literature and in Current Social Problems

    Contact: Department of Education and Psychology

RI---

RHODE ISLAND COLLEGE
Providence, Rhode Island 02908

1. Program of Professional Specialization in Urban Education to help relieve the shortage of teachers who understand the theoretical and practical problems of teaching in urban schools; to develop increased knowledge of problems of teaching in disadvantaged areas; to develop new approaches to working with urban children; program open to elementary, secondary teachers and administrators whether in a formal graduate program or graduate courses for professional growth
2. Seminars on Race and Poverty which are held in six locations throughout Rhode Island to encourage awareness relevant to the problems of race and poverty and to broaden the educator's and administrator's knowledge of community/school conflicts
   Contact: Kenneth R. Walker, Assistant Professor of Education
3. Program in English as a Second Language
   Contact: Gerald Richard, Professor of Education
4. Black Studies
   Contact: Dr. William Robinson

SC---

WINTHROP COLLEGE
Rock Hill, South Carolina 29730

1. Special Freshman Program which enrolls students who are recommended by their high schools but do not qualify for regular admission
   Contact: Dr. Rondean G. Laffitte
2. Program of interchange in Home Economics with South Carolina State College, a predominantly black institution
   Contact: Ruth L. Hovermale, Dean, School of Home Economics
3. Area Studies programs, summer programs in Canada and Mexico
4. Recruitment of Asian and Latin American students given special attention
   Contact: John R.C. James, Acting Chairman, Asian Area Studies Program

SD---

BLACK HILLS STATE COLLEGE
Spearfish, South Dakota 57783

1. Programs with emphasis directed toward the American Indian:
   a. Upward Bound
   b. Talent Search
   c. Parent-child centers on the Pine Ridge Reservation
   d. Teacher Corps for all of South Dakota
   e. A special tutoring and counseling service on campus for Indian students
   f. General consulting services for the Indian reservations in South Dakota
   g. A 2-year education program at the Pine Ridge Reservation handled by the extension division
   h. An Educational enrichment program for Indian youngsters, grades 1-8 in which youngsters are brought into the campus for 5 weeks each summer
   i. Curriculum relating to Indian education
   Contact: E. K. Jewitt, Dean of Academic Affairs

UNIVERSITY OF SOUTH DAKOTA
Vermillion, South Dakota 57069

1. Career Opportunity Program which serves as the central focus for efforts to develop a program for work with Indian people
   Contact: Thomas E. Moriarty, Dean, School of Education

TN---

CHRISTIAN BROTHERS COLLEGE
Memphis, Tennessee 38104

1. Program handled through the Greater Memphis Consortium focusing on problems of the integrated school
   Contact: Brother Joseph Brusnahan, Assistant Professor of Education
2. EPDA Summer Institute for the Training of Counselors for the Disadvantaged to clarify what is distinct and unique about the socio-economically and culturally disadvantaged and to examine present ways of dealing with them; and to develop new and more effective relationships with them
   Contact: C. S. Stanley, Director
3. Summer Institute for Junior High Science Teachers--The Inquiry Approach in Junior High Science Curriculum in which for 8 weeks junior high science teachers with at least 3 years experience are trained in modern curricula
   Contact: Brother Edward Doody, Chairman of Sciences and Mathematics

GEORGE PEABODY COLLEGE FOR TEACHERS
Nashville, Tennessee 37203

1. Degree in Socio-Cultural Foundations of Education
2. Courses: Cross-Cultural Studies and Education, Poverty and Education in the United States, Socio-Cultural Foundations of Education
   Contact: Norman C. Greenberg, Professor of Anthropology and Education

LANE COLLEGE
Jackson, Tennessee 38301

1. Black studies
   Contact: Professor Marvin Peek, Chairman, Division of Social Studies

MEMPHIS STATE UNIVERSITY
Memphis, Tennessee 38111

1. Work with the Memphis City Schools in development of mobile units which work toward diffusion of information, media utilization ideas, materials, and instructional ideas in the social studies and with primary focus upon multicultural and multi-ethnic relations
   Contact: Don Tubbs, Social Studies Supervisor, Memphis City Schools

TENNESSEE WESLEYAN COLLEGE
Athens, Tennessee 37303

1. Courses: Cultural and Racial Minorities and Population and Stratification
   Contact: George Marg, Sociology Department

TREVECCA NAZARENE COLLEGE
Nashville, Tennessee 37210

1. Team Project, Teacher Education Alliance for Metro, a program to prepare teachers to teach disadvantaged youth; preservice teachers placed in one of several inner-city schools (elementary, junior high, and high); seminars, on-site involvement experience and full scale teaching with stress placed on activities designed to meet individual needs
   Contact: G. L. Pennington, Director of Teacher Education

UNIVERSITY OF TENNESSEE
Knoxville, Tennessee 37916

1. Educational Opportunities Planning Center which operates to give assistance to local school systems confronted with problems occasioned by school desegregation; EOPC staff plan and conduct various kinds of inservice education programs for professional school personnel in local school districts; human relations, instructional, and curricular problems are all dealt with at various times and places as the Center implements its training programs
   Contact: Educational Opportunities Planning Center, 224 Henson Hall, University of Tennessee

AACTE member institutions participating in TEAM Project as described under Trevecca Nazarene College; contact Department of Education at the schools (schools are in Tennessee)

Belmont College
Fisk University
Middle Tennessee State University
Tennessee State University
George Peabody College for Teachers

TX--

PAN AMERICAN COLLEGE
Edinburg, Texas 78539

1. Courses in teaching the bilingual child, teaching English as a second language, and teaching the disadvantaged child, and courses designed to help teachers in teaching Mexican-American children, K-12 in public schools
   Contact: Fred Cunningham, Dean, School of Education

ST. EDWARD'S UNIVERSITY
Austin, Texas 78704

1. Program of bilingual/bicultural education for elementary teachers to prepare elementary teachers who can instruct children in their home language as they enter the public schools; Spanish and English taught either as a first or second language depending on the home language of the specific student
   Contact: Sister Marie Andre Walsh, Department of Teacher Education

ST. MARY'S UNIVERSITY
San Antonio, Texas 78228

1. Bilingual education
   Contact: Department of Education

SOUTHWEST TEXAS STATE UNIVERSITY
San Marros, Texas 78666

1. Bilingual Education (Spanish-English) dealing with both inservice and preservice preparation of teachers of Mexican-Americans in bilingual curricula; cooperative venture involving two public school systems
   Contact: Dr. Billie Hughes, Director

STEPHEN F. AUSTIN STATE UNIVERSITY
Nacogdoches, Texas 75961

1. Project Philemon which is designed to assist schools in East Texas in solving instructional problems associated with integrated instruction; major thrust is toward the development of teacher-leaders who can build a positive climate for good human relations in schools and communities; teachers will be able to: apply modern learning theory to instruction, design and present material in such a way that each student will value his own culture and the cultures of peoples who are different, communicate with fellow teachers and students who have a different language experience, organize learning around problems common to all peoples in order that all students can learn together by problem solving and discovery methods, conduct group processes for work with fellow teachers and students
   Contact: Bennat C. Mullen, Coordinator, Project Philemon

TEXAS A&I UNIVERSITY
Kingsville, Texas 78363

1. Teacher Corps, a graduate program in Elementary Teacher Education focusing on elementary education and the Mexican-American migrant student; interns take graduate courses in education and at the same time work in a migrant school and in community projects; a cooperative effort between the University, Region I Education Service Center in Edinburg, and the Independent School Districts of Donna, Mission, McAllen, Edcouch-Elsa, and Pharr-San Juan-Alamo

2. Summer Institutes designed to assist teachers, classroom aides, and administrators involved with the education of migrant students
3. Agreement with the Crystal City Independent School District in preparing an education program for their classroom aides who are Mexican-American

   Contact: Robert L. Cox, Associate Professor, Department of Education
4. Ethnic Studies Committee which is currently researching and determining the best approach to bring about an awareness for all students in relation to racial and ethnic minorities

   Contact: Mr. Victor B. Nelson, Coordinator, Ethnic Studies Program

TEXAS SOUTHERN UNIVERSITY
Houston, Texas 77004

1. Basic Studies in English Language Arts for Elementary Teachers with a primary thrust in the area of English and Language Arts; basic instructional approach in interdisciplinary team utilizing a flexible individualized and group approach; extensive use of the diagnostic and prescription techniques as well as a wide use of educational technology and materials; program based upon the following: Learning and Learning Theory, English Language, Its Development, Structure and Usage; Language as a Medium of Communication; Linguistics Theory and Use; Fundamentals of Reading; Reading; Modern Literature with a cross-culture approach; Literature for Teachers; Instructional Media and Technology; Recent Research in Education
2. TTT Project in which public school educators are employed by the Houston Independent School District enrolled in the project which is a Master's Program; 12 of the 36 hours constituting the Master of Education Degree earned in two seminar courses which represent the prominent features of the program, Social Science-Science Seminar and Humanities-Fine Arts Seminar taught by teams of faculty at the University and consist of integrated subject-matter and activities not typically found in programs for the preparation of teachers; opportunities made for the participants to observe each other and for the TTT staff and University faculty to observe the public school teachers teach; courses include Research in Education, Literature, Science Seminar, History Education Project, Humanities-Fine Arts Seminar, Social Science-Science Seminar, Fine Arts, Statistics in Education, Curriculum Construction in Social Studies, Professional Education Seminar, Clinical Experience, Social Science
3. Teacher Corps in which liberal arts college graduates brought to the campus for a 2-year period to earn a master's degree and teacher certification; corpsmen organized into teams of six with a team leader who provides counseling, guidance, leadership, supervision, and companionship necessary for the individual members of the teams to develop at their own rates and to measure their progress in becoming teachers by their performance module which they help to develop; several teams will work with local school districts and/or schools assisting them in doing a better job of meeting and solving their problems of educating the children of the poor; community person as part of instructional staff to provide the leadership in getting the

community involved in the education of its children; activities include pre-school education, cross-age tutoring, playground.supervision, adult education, special education classes where needed or requested, and other activities; major portion of corpsmen time spent in field experiences to learn about ghetto living

4. Teacher-Peace Corps Program involves interns who hold baccalaureate degrees in mathematics or one of the sciences; 3-year program combines academic and experiential learning and culminates in a Master's Degree in Education and certification to teach in Texas; to prepare certified teachers in math or science to work with culturally different children from disadvantaged backgrounds and to provide field experiences through an internship in the public schools and community of Houston; interns introduced to affective curriculum development and participation in workshops and seminars to encourage team work and to develop skills in group dynamics; introduction to Krio, one of the three major languages in Sierra Leone will provide the psychological link with the eventual Peace Corps phase; preservice followed by 9 months of internship ip in the secondary schools of Houston; inservice training to strengthen teaching skills and to complete requirements for certification will be provided by Texas Southern instructional staff and by the master teacher in the schools who are serving as cooperating teachers for the interns; second and third years spent in Peace Corps internship in secondary schools of Sierra Leone, West Africa; in addition to Peace Corps training, interns receive academic instruction toward the master's degree; interns recruited locally and nationally with no less than 50 percent commitment to minority selection
   Contact: E. W. Rand, Dean, Graduate School

TEXAS TECH UNIVERSITY
Lubbock, Texas 79409

1. A Pilot Project in an Interdisciplinary Approach to the Preparation of Teachers of English which offers a number of opportunities for students to develop an expertise in working with secondary students from multi-ethnic groups and from multi-socio-economic backgrounds; courses include Contemporary Black Literature, Teaching English to the Linguistically and/or Culturally Disadvantaged Adolescent, Teaching English Language and Literature to the Bi-lingual Adolescent; Foundations of Educational Sociology; student teaching
   Contact: Dr. Nancy Boze, Chairman, Department of Curriculum and Instruction
2. Texas Tech University EPDA Mexican-American Counselor Education Project to prepare Mexican-American teachers as counselor-consultants; experienced Mexican-American teachers in a full-time University program combining experiential, affective, and cognitive development in preparation for work as counselor-consultants in school systems throughout the Southwest; preparation program is interdisciplinary in nature consisting of psychology, sociology, and counselor education; emphasis placed on practicum and field experience with cognitive and affective development supporting the work experience
   Contact: Dr. George Smith, College of Education

TEXAS WOMEN'S UNIVERSITY
Denton, Texas 76204

1. A Community Based Bilingual-Bicultural Program for the Preparation of Elementary School Teachers for Inner-City Disadvantaged Mexican-American Children which seeks to identify capable, bilingual Mexican-American college students and provide them with training appropriate to teach in elementary schools in inner-city neighborhoods whose residents are predominantly Spanish-speaking Mexican-Americans and which seeks to enhance the cultural and linguistic heritage of the Chicano while preparing him to compete successfully in an Anglo culture
   Contact: Dr. Geneva Gillman, Coordinator of the program

UNIVERSITY OF HOUSTON
Houston, Texas 77004

1. Methods classes often held in minority schools accompanied by tutoring
   Contact: Dr. Jacob Blankenship, Chairman, Department of Curriculum and Instruction
2. OEO High School Equivalency Program for minority high school dropouts which is operated by the college
   Contact: Dr. V. J. Kennedy, Director
3. TTT funded Performance-Based Teacher Education Program in which prospective teachers demonstrate competency at several levels: at the Cognitive Level they demonstrate knowledge of important aspects of teaching; at the Performance Level they demonstrate that they can do something in addition to simply talking about something; program designed to develop special depth of understanding in the behavioral sciences and in-depth human relations experience with special emphasis on the need of disadvantaged children and youth
   Contact: Dr. W. Robert Houston, 444 College of Education

THE UNIVERSITY OF TEXAS AT AUSTIN
Austin, Texas 78712

1. Academic Concentration in Bilingual Education, Spanish-English, for Bachelor of Science in Elementary Education; courses include Linguistic Component, English Component, Spanish Component, and Cultural Component which includes Mexican-Americans in the Southwest, Mexico, and Spanish North America since 1810, and Chicano in American Culture: 1910 to Present
   Contact: Mario A. Benítez, Associate Professor of Curriculum and Instruction

UT---

BRIGHAM YOUNG UNIVERSITY
Provo, Utah 84601

1. Career Opportunities Program, in cooperation with the San Juan School District, a training program for instructional personnel of Navajo children to qualify low-income people for college degrees and state certification, to fill existing and potential vacancies, i.e., service

aides, clerical aides, teacher aides, teacher assistants, intern teachers, teachers and administrators in the San Juan School District, and to develop educational leadership within the Navajo community; the San Juan School District provides the trainees with employment in one of the above positions which gives the practical training to accompany the theoretical concepts of the college program; the college program and the classroom employment are correlated to facilitate the development of skills in order to meet the educational objectives as established by the BYU instructors

Contact: Dr. Geneva Winterrose, Co-Director, 222 McKay Building

2. Program to prepare American Indians, chiefly Navajos to become teacher aides and teachers of Indian children; leads to the bachelor's degree and a Utah teacher's certificate; a career lattice is built into the program so that a student who drops out after the first year may find himself in a position to earn a living as a teacher aide
3. Elementary Education Program--Indian Emphasis in which student teaching is conducted in a public school which has Indian populations ranging from 40-97 percent; also master's program with Indian emphasis

Contact: Lyal E. Holder, Supervisor of Indian Teacher Education

THE UNIVERSITY OF UTAH
Salt Lake City, Utah 84112

1. Indian education
2. Asiatic Studies
3. Middle East Center

Contact: Dr. Larry L. Palmatier

UTAH STATE UNIVERSITY
Logan, Utah 84321

1. EPDA Project to train educational personnel to work with handicapped children in the regular classroom and to develop methods of working with paraprofessionals in the regular classroom to assist in dealing with wide variations found among disadvantaged students

Contact: Oral L. Ballam, Dean, College of Education

VT---

JOHNSON STATE COLLEGE
Johnson, Vermont 05656

1. Black Studies

Contact: Department of Education

LYNDON STATE COLLEGE
Lyndonville, Vermont 05951

1. Black Studies

Contact: Dr. Philip Allen

THE UNIVERSITY OF VERMONT
Burlington, Vermont 05401

1. Recruitment of minority group persons for faculty and administrative positions and recruitment of black and minority group students
2. Student teaching in the inner-city in Rochester, Philadelphia, and Boston
3. Education students involved in community activities in and around Burlington as a regular part of their preparation
4. International Education Program to provide teachers in training and inservice teachers an opportunity for summer travel, study, and work as a paraprofessional in England and Africa; students live with host families

   Contact: David Conrad, Assistant Professor of Education

VA

EASTERN MENNONITE COLLEGE
Harrisonburg, Virginia 22801

1. Academic Year Abroad Programs in Colombia, Kenya, and Japan
2. Summer Seminars 1971: El Salvador Summer Seminar; Colombia Summer Seminar; and Appalachia Summer Seminar, a work-study experience in Kentucky or West Virginia primarily for upperclassmen in which students live and work in Appalachian communities for about 10 weeks with inservice assignments provided by the Mennonite Central Committee; Costa Rica Seminars; Study Abroad in Germany and France; Mexico Summer Seminar; Urban Seminar in New York City

   Contact: Dr. Ira E. Miller, Dean of the College

RADFORD COLLEGE
Radford, Virginia 24141

1. Courses in Sociology Department: Minority Groups, Social Stratification, Social Problems, Urban Sociology, Contemporary Social Issues, Black History

   Contact: Department of Sociology and History

UNIVERSITY OF VIRGINIA
Charlottesville, Virginia 22903

1. Program to assist local school districts of Virginia in solving problems of school desegregation as related to school personnel, instruction, curriculum, administration and community relations
2. Institute programs to be conducted by the Consultative Resource Center to train school personnel of the school districts of Virginia to teach and administer in desegregated schools
3. Summer program at Virginia State (joint program), a Teacher Development for Desegregated Schools program with focus on English Language Skills; also a similar program at Virginia State on a Math Lab Approach for the Training of Elementary School Teachers

   Contact: Dr. James Bash, Director of Consultative Resource Center
4. Course: Educating the Deprived Child

   Contact: Mrs. Mary McKnight

CENTRAL WASHINGTON STATE COLLEGE
Ellensburg, Washington 98926

1. The Center for the Study of Migrant and Indian Education which is located on an Indian reservation in the Northwest and whose purpose is to help assure children of migrant farm workers and American Indians pride in their cultural heritage and to assist in their educational training; director and eight professional educators work to serve public schools around the state; an 18-member Advisory Committee, comprised of representatives from the target populations served by the Center help to guide and direct the professional staff; a major component of the Center's program is devoted to curriculum and the use of multi-media materials; Center staff develops guides for teaching migrant and Indian students as well as original materials for the classroom; provides extensive teacher and teacher-aide training with sessions on cultural awareness, areas of curriculum, professional ethics, and the physical and emotional development of children; faculty members from the College conduct education courses during evenings and weekends at the Center for teachers, administrators, and aides; Center sponsors conferences and workshops which are field-oriented and actively involve participants with the migrant or Indian people in local communities; student teachers from the College's Department of Education are enrolled in a 32-week program which takes place in and around the Center
   Contact: Dr. Lloyd Gabriel, Director, Center for the Study of Migrant and Indian Education, P.O. Box 329, Toppenish, Washington 98948
2. Educational Opportunities Program which is totally financed out of College funds to assure that all persons with the necessary native ability have equality of access to a higher education; program uses Community Councils, counseling services, offers English and math courses, tutoring, and encourages students to create classes which examine topics of special interest; composition includes blacks, Chicanos, Indians and Whites.
   Contact: EOP Program, Alford Hall, Central Washington State College
3. Off-campus residence program in Cholulu, Mexico
4. Field study programs in Scandinavia and Africa, and residence credits in London, Paris, Stockholm, Avignon, and Mexico
5. Exchange programs in Equador and Colombia
6. Sponsoring institution for the Prasarn Mit College of Education in Thailand
   Contact: Dr. Clair Lillard, Director of International Study
7. Urban Center Teacher Education Program in cooperation with the Seattle Public Schools in which students live and study in the Central area in Seattle for about 32 weeks; instruction, laboratory experiences and study are focused in the urban center setting; course of study includes communication skills workshop program orientation, Summer Neighborhood Field experience; September Classroom Experience, which has students assigned to a classroom in an urban center school; Autumn Quarter Block of Learning with laboratory experience a minimum of 2 hours per day serving as teacher's aide and course work related to child growth and development, learning and evaluation; curriculum materials and methods and the culture of poverty; Student Teaching Experience
   Contact: Dr. Dale Elmore, Director, Urban Center, Coordinator

8. Ethnic studies program with a black studies component in operation and Chicano studies and native American studies being developed
   Contact: John A. Green, Dean of Education

EASTERN WASHINGTON STATE COLLEGE
Cheney, Washington 99004

1. Course: Introduction to Education which emphasizes Indian heritage
   Contact: Department of Education

SEATTLE PACIFIC COLLEGE
Seattle, Washington 98119

1. Brigadoon Project in differentiated staffing in open concept elementary schools for helping the disadvantaged
   Contact: Dr. Robert Johnson

SEATTLE UNIVERSITY
Seattle, Washington 98122

1. Cooperative Field Preparation Program which consists of Sophomore level having Foundations in American Education and observation of special education; Junior level having Psychological Foundations in which students are assigned to the participating Catholoc schools and continue in the same school assignment throughout the quarter and General Methods, Media and Materials; [students assigned to all schools participating in the program and continue in the same school]; and Senior level having the final two phases of the professional education component of the program which are the related experience and the student teaching, scheduled in a wide variety of co-related agencies and school situations
   Contact: Katharine E. Maxwell, Scheduling Coordinator,
   School of Education
2. Seminar on promising programs and trends in urban education
   Contact: Nora Cotton, Principal, T.T. Minor Elementary
   School, 1701 East Union Street, Seattle, Washington 98122
3. Headquarters for Head Start (State Supplementary Training Center) and Follow-up
   Contact: Dr. Margery Krieger, Director
4. Assistive tutoring and counseling for disadvantaged college students
   Contact: Charles Mitchell, Director
5. Vocational Counseling Institute to prepare counselors for young people
   Contact: Charles Yackulic, Director
6. Teacher preparation field experience and related experience components in central city schools
   Contact: Dr. Ralph K. O'Brien
7. Task Force for Implementation Programs, Seattle Schools Integration
   Contact: Walter Barbee

UNIVERSITY OF WASHINGTON
Seattle, Washington 98105

1. Indian Teacher Education Program which has three components: a) preservice including a major in any field that the student desires, a professional sequence with special courses on the Indian child and his needs, principles and practices of guidance and counseling including experience in counseling Indian children, a sequence of courses and experiences on Indian culture and history coordinated by the Indian Studies Office, supervised teaching and other experiences in schools in which the students are predominantly of Indian origin; b) inservice component bringing together teachers of Indian children and paraprofessionals to sensitize them to the needs of Indian children, providing them with background on Indian culture, increasing knowledge and skills in guidance and counseling, providing opportunities for and guidance in adjusting curriculum materials to fit the needs of the Indian child or testing of materials already developed, using Indian educators and experts in various fields and input from Indian community leaders, using teachers who participate in the inservice training workshops as field experience supervisors for the participants in the preservice program; and c) graduate component which prepares administrators and teachers of teachers for Indian teacher education programs, provides a number of tasks forces to have an impact on the present educational problems of the Indians throughout the Northwest and has teams to design special programs, serve as advisors to tribal educational committees, initiate adult education programs, design and conduct parent education programs, organize tutoring programs for Indian children in urban schools, and train paraprofessionals to work with Indian children in liaison persons between the home and the schools
   Contact: Dr. Theodore Kaltsounis, College of Education
2. Teacher Corps, a master's degree and/or certification competency based field-centered program for the preparation of selected interns as elementary or middle school teachers for children in areas having concentrations of low-income families; 2-year work-study period in which Corps members spend about 69 percent of the school week in direct participation in the schools and in community activity and 40 percent in appropriate academic study; as far as possible all professional course work is provided "on site" and often within the classrooms involving children and classroom teachers; in-school program allows individual interns to assume increasing responsibilities as rapidly as they demonstrate competency; following the first year's experience, interns are given a temporary teaching certificate to allow assumption of legal responsibility for the children in the school
   Contact: Robert Bass, College of Education

3. Professional Inner City Teacher Preparation Program a cooperative arrangement between the University and inner-city schools administration to prepare selected students for preparation as primary or middle grade teachers; considerable emphasis placed upon the recruitment of minorities; interns are assigned to specific schools, selected by the school administration, for 3 consecutive quarters and spend at least 18 hours of the school week in classroom situations providing supportative help to the teacher
   Contact: Robert Bass, College of Education
4. Garfield High School a project administered cooperatively by the University and Central Region School District to recruit and prepare teachers for assignments at Garfield High School, grades 9-12; major emphasis is on recruitment of local and minority group persons; professional preparation program begins in September and ends in March; for 1 academic year, the first 2 quarters are devoted to one half-time service in the classroom and community with the other half devoted to University courses; the final quarter is a full-time teaching assignment
   Contact: Robert Bass, College of Education

WASHINGTON STATE UNIVERSITY
Pullman, Washington 99163

1. High School Equivalency Program which enables migrant youth who have droppped out of school to return and move toward becoming self-supporting employed persons; program provides a laboratory where WSU teacher and counselor training students get first-hand experience with techniques that enable minority group pupils to become successful and productive citizens; students get experience needed to educate minority group pupils by serving as tutors to the HEP students and teacher aides participate in seminars with instructors to work out specific techniques for effectively teaching minority group pupil; program provides a similar experiences for 17 WSU graduate students training to be counselors, teachers, and school administrators; in the past 3 years over 60 graduatesand undergraduate students have been employed by the program as teachers, counselors, and special education personnel; over 90 percent of the HEP students future teachers and counselors helped have obtained employment, gone on to technical schools and colleges, or entered military service
   Contact: Dr. Russell Mullens, Director
2. Black studies which includes concentrated studies for secondary school teachers and black curriculum development
   Contact: Dr. Taladge Anderson, Director of Black Studies
3. Native American Studies, a program to work in conjunction with the Education Department and the local Indian communities to achieve improved education for Indians; to sensitize non-Indian teachers to the cultural, social, and psychological differences of Indian children; to work in conjunction with the Indian community and incorporation into the curriculum the values and traditions that the community holds; to train and use people from the Indian community to the greatest extent possible as teacher aides and for cultural enrichment programs; to work keeping in mind that each tribe and each reservation has a unique history and special needs and goals based on their particular set of resources
   Contact: Ellen Hastay, Program Advisor

4. Chicano Studies which includes a course on education which presents the educational problems of the Chicano student in the public schools with special attention to the bicultural and bilingual problems of student and teacher adaptation
   Contact: Dr. Reymundo Martin, Director

WV---

BETHANY COLLEGE
Bethany, West Virginia 26032

1. Cooperative Curriculum Project of the West Virginia Department of Education and Bethany College--Africa and Asia, Loyalties in Conflict: A Conceptual Approach, a 9-11 week teaching unit about Africa and Asia for use in world culture courses in West Virginia's secondary schools; units include Introduction to Concept of Self vs. Loyalties; Nigeria--A Case Study; India--A Case Study; Kenya--A Case Study; Indonesia--A Case Study; and Relation of Afro-Asian Conflicts of Loyalty to Self
   Contact: J. Zeb. Wright, Coordinator and General Editor

MARSHALL UNIVERSITY
Huntington, West Virginia 25701

1. Involvement with the schools of Cabell and Logan counties in inservice education in social studies with a part of the work involved with the treatment of minorities to supplement textbook information
   Contact: Dr. Paul D. Hines

WI---

ALVERNO COLLEGE
Milwaukee, Wisconsin 53215

1. Independent Studies Program--The Inner Core in which students work with different city agencies such as the Inner City Development Project, Housing Authority of the City of Milwaukee, etc. to open the students to the realities of life in the inner core and give some idea of the social, economic, and political problems and to acquaint students with the inner city
2. Inter-institutional course, Teaching in a Multi-Cultural Society which is for students of Marquette University, Mount Mary College, Cardinal Stritch College, and Alverno College and for teachers presently working in inner-city schools; theory and field experience; a weekend orientation in an inner-city location; six 3-hour evening meetings dealing with six separate but related areas important to the understanding of urban education in a multi-cultural society; students placed in various schools or agencies; three discussion groups
   Contact: Sister Elizabeth Ann Glysh

CARDINAL STRITCH COLLEGE
Milwaukee, Wisconsin 53217

1. A 2-year Associate of Arts program for those interested in a career in areas of child care with theoretical and practicum work
   Contact: Sister Ruth Lawler

2. Summer Workshop related to teaching the culturally different child.
        Contact: Jerald A. Hauser, Supervisor of Secondary Student Teaching

CARROLL COLLEGE
Waukesha, Wisconsin 53186

1. Courses: Life and Learning Among Socially-Economically Disadvantaged Groups, Special Methods and Materials for Teaching Children and Youth with Socially-Economically Disadvantaged Backgrounds
2. Courses in Black history and in Black Literature
        Contact: R. L. Burdick, Chairman, Department of Education

LAWRENCE UNIVERSITY
Appleton, Wisconsin 54911

Teacher internship in inner-city Chicago schools
        Contact: School of Education

MARQUETTE UNIVERSITY
Milwaukee, Wisconsin 53233

1. Courses, Issues in Urban Education and Teaching in a Multi-Cultural Society which combines theory with field experience
2. Graduate Course - Drug Education Institute
        Contact: Dr. Esther Zaret, Department of Education

MOUNT MARY COLLEGE
Milwaukee, Wisconsin 53222

Elementary Teacher Education with a Specialty in Bilingual Education--Spanish; includes course, Teaching of the Socially Disadvantaged
        Contact: Irene G. Schey, Chairman, Teacher Education Department

SAINT NORBERT COLLEGE
West De Pere, Wisconsin 54178

1. Program in Peru - students teach for 1 year in Arequipa at a college--teach English classes and live in homes with families
2. Oneida Indian Program - students tutor students at night in grades 4-10
3. Program of teacher assistants involved in teaching individuals and small groups of disadvantaged elementary students
        Contact: Department of Education

UNIVERSITY OF WISCONSIN, GREEN BAY
Green Bay, Wisconsin 54302

1. Course, Minority Education in the School Environment
2. Indian education project in the Keshena and Neopit schools

Contact: School of Professional Studies

THE UNIVERSITY OF WISCONSIN
Madison, Wisconsin 53706

1. Program in Elementary Education preparing teachers to go into the inner city to work with lower socio-economic groups including white, Afro-American and Mexican-American persons; interns also sent into the Indian areas in the state; internship program for undergraduate and graduate students
2. Culturally Diverse Program - interns work in the inner-city of Chicago, in the inner-city of Racine, in culturally diverse schools in the city of Madison and in Indian areas at Bowler working with the Stockbridge-Munsee, the Menominee at Meopit and Keshena, and the Winnebago Indians at Wisconsin Dells; all graduate students in the program take a seminar in Elementary Education and the Disadvantaged Child to investigate the problems relating to the psychology of poverty, environmental influences on the child including peer group, family, racial prejudice and discrimination, and designing of compensatory programs for culturally diverse children and curriculum and instruction strategies to meet their individual needs; investigation of problems of teaching reading, math, social studies, science, and language arts, dealing with urban education and education of the Indian child; all interns go out in team teaching situations for their internship semester.
3. Recruitment of minority group students into the Elementary Education Internship Program - recruiting trips to the South

   Contact: John M. Antes, Assistant Professor, School of Education
4. TTT Program - a program leading to a Ph.D. in curriculum and instruction for experienced teachers, administrators, curriculum developers, educational researchers, and social activists who wish to improve teaching and curriculum in secondary social studies; fellows spend at least half of the program working with representatives from the community, the schools, and the social sciences in apprenticeships, internships, and special projects; each fellow will take at least three of the following courses created specifically for this program: Learning in Community, Teaching Public Issues, Values in the Schools, Contemporary Social Theory, Clinical Methods, Supervision and In-Service Training, Nature of History and Social Science, fieldwork in high school social studies classes in different types of communities; community action projects each fellow spends at least one-half of his total program in clinical roles

   Contact: Dr. Fred M. Newmann, Director, 261 Education Building
5. Program in Urban Educational Policy Studies - interdisciplinary; individualization of each Fellow's work and course of studies; students for the program must be drawn, in part, from present staff in urban schools; and part from liberal arts candidates who are working in para-educational agencies, community groups or various levels

of government; program of study heavily oriented to field work and experience in the urban setting; there must be an equal number of minority and white students in the program; instructional part of the program must be individualized and tailored to the capacities, needs, and intents of each student; involvement of community and school groups; students must focus their project-thesis on an aspect of the diverse and critical problems facing those in urban education and schooling.

Contact: John M. Antes, Assistant Professor, School of Education

WISCONSIN STATE UNIVERSITY, LA CROSSE
La Crosse, Wisconsin 54601

1. Courses, The Literature of Black America, Afro-American Authors, Geography of Africa, History of Black America, Hostory of the South, History of Africa I and II, History of Society and Thought in Early America, Urban Sociology, and Racial and Cultural Minorities
2. Black Cultural Center
3. Weekly meetings with representatives in minority groups

Contact: W. Hogue, Vice President for Student Affairs

WISCONSIN STATE UNIVERSITY
Oshkosh, Wisconsin 54901

1. Course, Education and Minority Groups taught by a black faculty member
2. Option in student teaching program for those desiring to work in the inner city in Milwaukee
3. Summer workshop, Teaching the Culturally Atypical

Contact: Shirley Williams, School of Education

WISCONSIN STATE UNIVERSITY, PLATTEVILLE
Platteville, Wisconsin 53818

Project Pitch - in fifth year of operation; between 15 and 25 "disadvantaged" interns a year, depending upon the amount of money available in the city school systems; many of the graduates have contracted into inner-city schools in Racine, Beloit, and into Indian Community schools.

Contact: William C. Eherenman, Assistant Professor of Educational Psychology, and Counseling

WISCONSIN STATE UNIVERSITY
Superior, Wisconsin 54880

1. Required course for all students in the Teacher Education Curriculum - School and Society with emphasis upon problems of urban education, problems of the education of the culturally disadvantaged, and the effects of social forces on education
2. Course, Teaching the Culturally Disadvantaged Child
3. Work Conference for Teachers of Culturally Disadvantaged Children

Contact: Robert G. Trauba, Dean, School of Education

ABOUT ERIC

The Educational Resources Information Center (ERIC) forms a nationwide information system established by the U.S. Office of Education, designed to serve and advance American education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published and unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the 19 clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

TEACHER EDUCATION AND ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--the American Association of Colleges for Teacher Education (fiscal agent); the Association of Teacher Educators, a national affiliate of the National Education Association, and the Division of Instruction and Professional Development, National Education Association. It is located at One Dupont Circle, Washington, D.C. 20036.

SCOPE OF CLEARINGHOUSE ACTIVITIES

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes the preparation and continuing development of all instructional personnel, their functions and roles. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decision-making relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with pre- and inservice preparation of school personnel and the profession of teaching.

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